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ABSTRACT

Based on a program developed in Texas, this guide was developed to help correctional educators coordinate educational services in the community with adult education program providers in order to provide appropriate programs for parolees and probationers. Following an introduction that explains terms of the criminal justice system and responsibilities of the Texas criminal justice system and the Texas Education Agency, the guide is organized in three chapters. Chapter 1 describes the general characteristics of offenders and of correctional education and suggests types of programs and strategies that are more likely to be useful in dealing with offenders. Chapter 2 discusses coordination of community adult education with criminal justice agencies. It includes descriptions of the roles of various agencies and methods for referring, enrolling, and tracing students. Chapter 3 describes various correctional education delivery models being used in Texas and summarizes their strengths. A 21-item bibliography is included in this chapter. Thirteen appendixes provide the following: information on adult education and correction programs in Texas, names of contact persons, and sample forms for referral and enrollment, transcript requests, and attendance verification. (KC)

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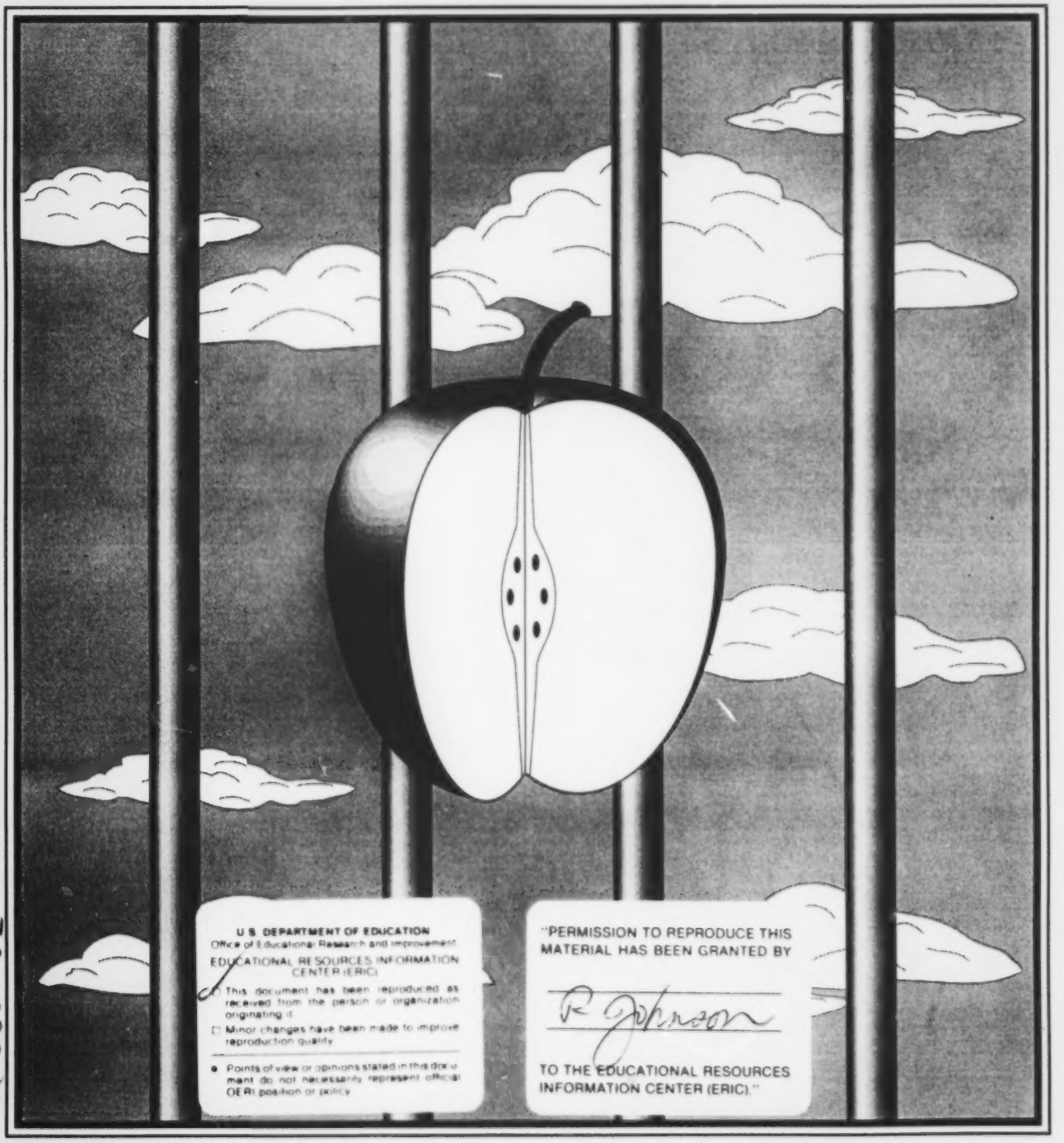
COMMUNITY CORRECTIONS EDUCATION RESOURCE MANUAL



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DEDICATION

This manual and this effort are dedicated to ***Dr. Lane Murray*** *who retired as Superintendent of the Windham School System effective August 31, 1993. Dr. Murray was appointed as superintendent of the nation's first correctional education school district in 1969. She served in that capacity for twenty-four years, leading Windham from a fledgling school program that employed eight staff to the present day system that delivers educational services to over 38,000 inmates annually in Texas and employs over 1,000 staff members.*

Dr. Murray is recognized nationally as a leader in the field of correctional education. In 1976, President Gerald Ford appointed Dr. Murray to a three year term on the National Advisory Council on Adult Education. She has twice served as the President of the International Correctional Education Association and in 1984 received the prestigious E. R. Cass Award given by the American Correctional Association in appreciation and recognition of excellence and leadership in the field. She was a member of a delegation of correctional educators who traveled to China in 1987 to meet with and exchange ideas with Chinese criminal justice experts. In 1989, Dr. Murray was inducted into the Texas Woman's Hall of Fame in recognition of her contributions to education Texas.

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(This form is presented as a sample - use whatever method is agreed upon)

COORDINATING WITH CORRECTIONS: TRAINING FOR SUCCESS

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September 1993.

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BUILD BRAIN CELLS, NOT JAIL CELLS

- In Texas, 5.5 million adults never completed high school. At least twenty-six million adults in the USA cannot read or write. (TALAE)

- Texas produces 80,000 public school dropouts every year. A staggering 43 percent of adult Texans never finished high school and half of those left before completing the ninth grade. Dropouts will cost Texas over $17 billion in lost taxes and in the cost of social services. (TALAE)

- Texas spends about $17,000 yearly to maintain one prison inmate. Of those in prison, 68 percent do not have a high school diploma or a GED, and about half of all inmates cannot read this page. (CJPC)

Literacy is a major concern of Texas policy makers because of the high correlation between illegal activity and functional illiteracy. The ranking of Texas among the states in two specific areas demonstrates this relationship.

- # 1 - Texas has more offenders under some type of correctional supervision per 100,000 adult population than any of the other fifty states. (CJPC)

- # 2 -Texas ranks third nationally in the percentage of its population that is classified as illiterate. (TEA)

FOREWORD

In January of 1993, a training project funded by the Texas Education Agency was initiated within the Windham School System of the Texas Department of Criminal Justice. The project, **Coordinating with Corrections: Training for Success**, was established to help coordinate educational services for offenders in the community with adult education program providers in Texas.

In March of the same year, the project advisory committee held its first meeting in Dallas. The current advisory committee is composed of approximately forty members representing the Pardons and Paroles Division, the Community Justice Assistance Division, Community Supervision and Corrections Departments, the Texas Education Agency, community adult education providers, the Commerce Department, and the Windham School System.

The advisory committee has actively assisted the project staff in arranging statewide training sessions, producing a resource manual, and in overall implementation of the project objectives. Please use the advisory committee members as resources during this training and during any program implementation with which you may be involved.

During its August 1993 meeting, the advisory committee chose to give this statewide effort a name. The committee selected the acronym **COPE** for the project: **Community Opportunity Programs in Education**. Choosing COPE as a moniker may have been a bit fortuitous. Webster provides a definition of the term that may well fit this effort: **"To face or encounter and to find necessary expedients to overcome problems and difficulties."** We hope so!

In many locales throughout Texas, partnerships between criminal justice and adult education have been established for some time. The Windham School System has always acknowledged the importance of education in helping offenders accomplish life changes. In some communities parolees and probationers have routinely been referred to adult education classes for many years, and many adult education programs have long served the incarcerated in county and city facilities. In addition, many Community Supervision and Corrections Departments provide in-house educational programs for offenders.

Providing educational services for offenders is mandated by Texas Statutes. Mandated services for selected populations are not new. There have been program mandates for legalization of aliens, and currently the JOBS program mandates educational services for certain clientele, for examples.

Chapter 3, Texas Models, reviews a number of ongoing cooperative efforts serving this mandated offender population. There currently are many educational programs serving offenders using numerous, varied resources. Most of the efforts were home-grown. Some person or persons with the desire to provide services, and with initiative, put the cooperative programs together.

With all these good efforts, however, there remain many offenders, mandated to be in class, who have not been provided services. This effort, and this training, are provided to assist criminal justice staff and adult education providers in establishing additional cooperative efforts.

This manual is intended to be used as a resource for those interested in establishing new agency relationships or in improving existing efforts. The State Level Contacts listed in this manual will assist as we can with your future efforts. For specific local problems or situations, however, please refer to your supervisors, adult education providers, and local guidelines and policies.

Thank you for your interest.

INTRODUCTION

"He that will not apply new remedies must expect new evils."
Francis Bacon

Many people think of offenders as those who are incarcerated. Nationally, of more than 4,000,000 offenders under correctional supervision, 80 percent are in the community. In Texas, of nearly 500,000 under correctional supervision on a daily basis, nearly 90 percent are in the community.

WHO IS A PROBATIONER?

PROBATIONERS are offenders or alleged offenders who are generally on the "front end" of the judicial system. The Community Supervision and Corrections Departments (CSCD's - formerly called Adult Probation Departments) supervise clients in several different categories. In about half the cases, these clients are found guilty of an offense, but instead of being sent to prison, they are placed on probation by the courts.

A nearly equal number are never adjudicated as guilty. Instead, the proceedings against them are suspended for a period of time; if they follow the court-ordered supervision plans, the criminal charge will be dismissed. Other probationers are on pre-trial status. Probationers may be charged with either misdemeanor or felony charges, with most being non-violent in nature. Many probationers have been incarcerated in local jails, but few have been in prison. In fiscal year 1992, more than 488,000 probationers were supervised by 119 Community Supervision and Corrections Departments in Texas.

WHO IS A PAROLEE?

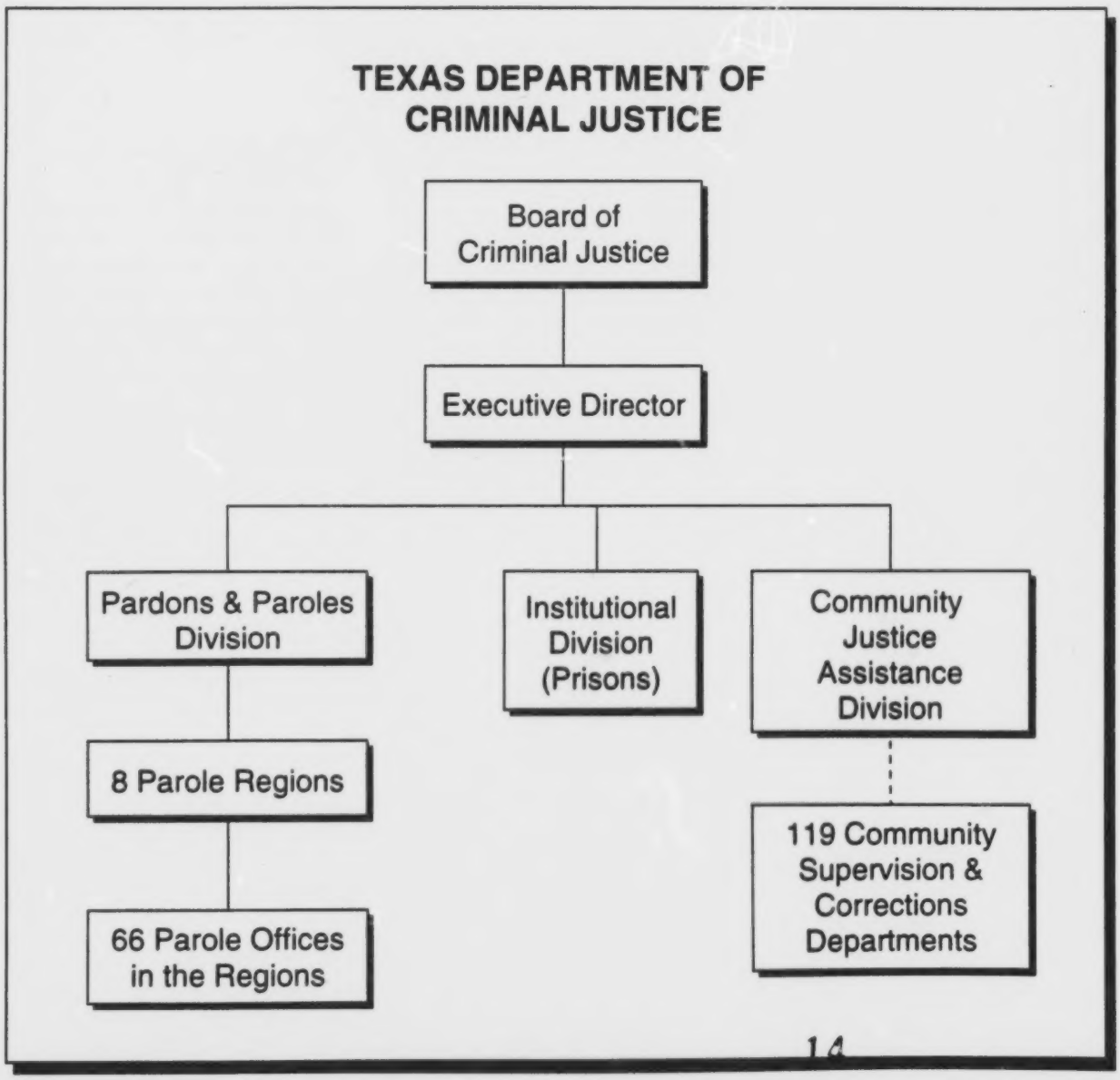
PAROLEES are those on the "back end" of the judicial system. They have been found guilty of felony offenses, and a prison sentence has been imposed. Most parolees have served time in prison. Because of prison overcrowding, however, some parolees serve their prison sentences in, and are paroled from, local jails. All parolees are under the supervision of the Department of Criminal Justice's Pardons and Paroles Division. In fiscal year 1992, approximately 140,000 parolees were supervised by 66 parole offices in Texas.

WHAT IS COMMUNITY SUPERVISION?

Both probation and parole are forms of community supervision requiring specified contacts with probation and parole officers, as well as other terms and conditions. The conditions imposed may include job training, substance abuse treatment, sex offender treatment, or enrollment in an adult education program. Because of the emphasis on reducing recidivism and the recognized relationship between the lack of educational attainment and crime, both the courts and the Parole Board are increasingly requiring offenders to attend education programs as conditions of their probation or parole.

ARE PROBATION AND PAROLE BOTH PART OF THE TEXAS DEPARTMENT OF CRIMINAL JUSTICE?

Yes and no. Let's take a look at how they are and how they aren't. We'll start with a look at the Texas Department of Criminal Justice.


TEXAS DEPARTMENT OF CRIMINAL JUSTICE
Board of Criminal Justice
Executive Director
Pardons & Paroles Division
Institutional Division (Prisons)
Community Justice Assistance Division
8 Parole Regions
66 Parole Offices in the Regions
119 Community Supervision & Corrections Departments

PARDONS AND PAROLES DIVISION (PPD)

The primary responsibility of the Pardons and Paroles Division is to supervise offenders who have been released from prison and placed on parole by the semi-autonomous, governor appointed Board of Pardons and Paroles. There are 66 parole offices in Texas, divided into 8 regions. Parole officers work for the Texas Department of Criminal Justice. There is a direct line of authority from the TDCJ Board to the parole officer in the community. In fiscal year 1992 there were approximately 1,000 officers supervising about 140,000 parolees statewide.

COMMUNITY JUSTICE ASSISTANCE DIVISION (CJAD)

The Community Justice Assistance Division is responsible for the state's role in the adult probation and community corrections system. The division establishes standards for programs, facilities, equipment, and other aspects of the operation of the local Community Supervision and Corrections Departments (CSCD's).

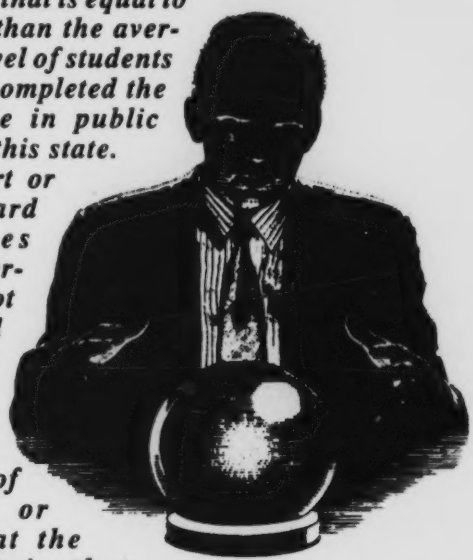
There are 119 CSCD's in Texas supervising adult probationers. There is not a direct line of authority from the Community Justice Assistance Division to the CSCD's. The CSCD's are organized by judicial districts and are under the authority of the judicial district judge(s). The judge(s) hires a director for the department, who in turn hires the probation officers. Counties provide facilities, utilities, and equipment to the CSCD's. These autonomous departments are eligible for funding from the state if they meet the standards of operation and planning set out by CJAD. In fiscal year 1992, there were approximately 2,500 officers supervising approximately 488,000 probationers in the 119 judicial districts.

So, probationers are primarily the responsibility of county judicial systems with funding from both the counties and the state. Parolee supervision, however, is a direct responsibility of the Texas Department of Criminal Justice.

WHERE ARE WE? HOW DID WE GET HERE?

By statute, the Texas Legislature has mandated educational services for certain parolees and probationers. The statutes can be summarized as follows:

If the court or jury grants probation or the parole board grants parole to a person, it shall require the person to demonstrate to the court or parole board whether the person has an educational level that is equal to or greater than the average skill level of students who have completed the sixth grade in public schools in this state. If the court or parole board determines that the person has not attained that skill level, it shall require as a condition of probation or parole that the person attain that level of educational skill, unless it is determined that the person lacks the intellectual capacity or the learning ability to achieve that level or skill.



In addition to these two very explicit statutes, another statutory citation mandates a memorandum of understanding (MOU) between TDCJ and TEA.

The Texas Board of Criminal Justice and the Central Education Agency shall adopt a memorandum of understanding that establishes the respective responsibilities of the board and the agency in implementing a continuing education program to increase the literacy of inmates released from the institutional division on parole and mandatory supervision. The Texas Board of Criminal Justice and the agency shall coordinate the development of the memorandum of understanding and each by rule shall adopt the memorandum.

MEMORANDUM OF UNDERSTANDING

This memorandum of understanding is a non-financial agreement. It sets forth the responsibilities of each agency for the provision of educational services necessary to prepare parolees for a successful transition to education programs in the community. The purpose of the MOU is to establish a link between TDCJ and the existing adult education community to insure educational services are provided for offenders in the community. In responding to the legislative directive, the following guiding principles were considered:

1. The parolee will achieve more success outside of prison if a support system is in place to promote educational growth;

2. The parolee may be less likely to become a repeat offender if he/she pursues education further; and

3. The parolee must be encouraged to recognize the need for increasing his/her educational level in order to remain in the free world and learn to function as a productive citizen.

The memorandum of understanding, which was signed by the two parties in February of 1992, sets forth the following responsibilities.

Responsibilities of the Texas Department of Criminal Justice

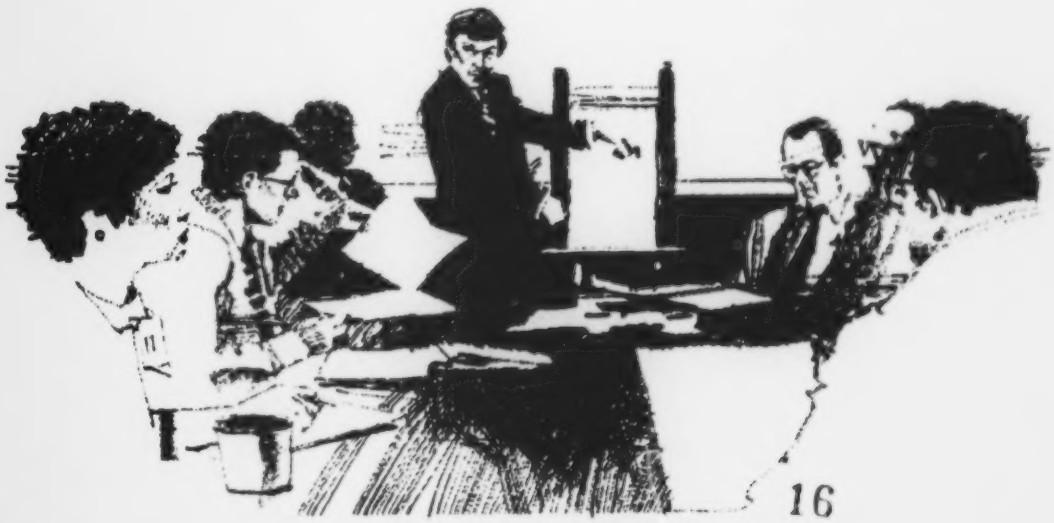
A. Establish a system whereby the Texas Department of Criminal Justice will inform adult education cooperatives of the process and requirements for continued education of the parolee(s);

B. Provide adult education cooperatives with assessment and educational profile information that could facilitate student placement in appropriate programs;

C. Coordinate with adult education cooperatives to implement a system for identification of student needs and barriers, with student referral, outreach activities and parolee's compliance with educational requirements;

D. Identify or seek resources that would assist adult education cooperatives to expand services for parolees; and

E. Participate in training necessary to develop the capacity at the local level to access and interact effectively with adult education service providers.



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Responsibilities of the Texas Education Agency

A. Coordinate with the Texas Department of Criminal Justice – Pardons and Paroles Division – whereby local parole offices are informed of services available through the adult education cooperative system. Adult education services are delivered through a cooperative system, with local school districts, junior colleges, and educational service centers providing instructional programs throughout the state;

B. Assist the Texas Department of Criminal Justice – Pardons and Paroles Division – in identification of barriers to providing adult education services to released offenders;

C. Assist local adult education programs to develop the capacity to serve the released offender population;

D. Establish a referral process between the local parole offices and adult education cooperatives whereby parolees will be referred to adult education programs;

E. Provide services to parolees in adult education programs on a first-come, first-served basis and to the extent the funds and classroom space are available;

F. Coordinate with local parole offices on the availability of services and maintain communication on prospective students awaiting referral to education programs;

G. Establish systems of communication between education cooperatives and parole offices in mutual service delivery areas to identify financial resources and other educational programs available for released offenders;

H. Coordinate with the Texas Department of Criminal Justice – Pardons and Paroles Division – in the development of program objectives and data collection to establish educational performance standards for released offenders;

I. Provide training to assist local parole officers with the coordination of adult education services to released offenders; and

J. Monitor both program quality and compliance of local adult education programs serving released offenders.

ILLITERACY AND CRIME

Offenders have a wide range of educational, vocational and social skills. The majority of offenders, however, demonstrate poor academic skills, a lack of vocational skills, and anti-social or non-social behavior. They are not prepared to survive in the community.

The typical offender who works his or her way to prison dropped out of school in the ninth or tenth grade and exhibits academic skills at the sixth grade level. In addition, the typical offender has no job skills. With two strikes against him or her, the offender has a difficult time surviving in society. Most importantly, however, the offender oftentimes has no social skills with which to survive. Strike three.

Illiteracy and crime are urgent state and national problems that are intertwined with a wide range of social and economic ills: crime, unemployment, poverty, economic dependence, teenage pregnancy, addictions, and lower levels of productivity.

There appears to be a strong correlation between crime/ incarceration and school dropout rates. The following statistics are supplied by Dr. Harold L. Hodginson, Institute for Educational Leadership.

	Column I States with Lowest Drop-out Rates	Column II States with Highest Drop-out Rates
1.	MN 9.4%	FL 41.4%
2.	WY ... 10.7	LA 39.9
3.	ND 11.6	MI 37.6
4.	NB 13.3	GA 37.5
5.	MT 13.8	NY 32.1
6.	IA 13.8	AZ 35.6
7.	WI 15.6	MS 35.2
8.	OH 17.2	TX 34.9
9.	KS 17.9	CA 33.9
10.	UT 19.4	AK 33.3
11.	CT 19.5	SC 33.1
12.	SD 20.3	KY 32.6
13.	PA 21.3	NC 32.2

The Column I States, with one exception, have the lowest rates of incarceration per 100,000 population.

The Column II States, with two exceptions, have the highest rates of incarceration per 100,000 population.

HOW MANY OFFENDERS ARE IN THE COMMUNITY? HOW MANY OFFENDERS NEED EDUCATIONAL SERVICES?

Today there are seven times more offenders on probation and parole in Texas than there are inmates in our prisons. It is estimated that of those offenders under direct supervision on probation and parole, about 75,000 function at the sixth grade level or below.

In addition to this conservative 75,000 student figure, many probationers and parolees without a high school education or a GED are mandated to attend a GED program. In fact, currently, there are more probation and parole students who test above the sixth grade level enrolled in educational programs than there are students who test below that level. Many judges mandate all probationers without a high school education or a GED to an education program. In addition, the Board of Pardons and Paroles often requires education as a condition of parole for releasees who do not have a diploma or a GED.

If those offenders mandated to education who score above the sixth grade level are added to those who score below, the probation/parole population that needs to be served is well above 100,000. During 1991-92, the TEA supported adult education cooperatives in Texas served about 250,000 students with resources of about $80 per student. It cannot be expected that this delivery system alone can accommodate another 100,000 students with current funding.

Chapter I

WHAT IS CORRECTIONAL ABOUT CORRECTIONAL EDUCATION?

The U.S. Department of Justice publication ***Report to the Nation on Crime and Justice*** reports what most state systems see in their offender populations: *Most offenders, male or female, are poor, unskilled, undereducated, and unemployed or underemployed. Only 28 percent of prison inmates and 40 percent of jail inmates have completed high school, compared to 85 percent of the general population.*

WHAT ARE SOME OF THE GENERAL CHARACTERISTICS OF THE OFFENDER?

Most offenders are anti-social or non-social. The absence of problem solving skills is a major characteristic of anti-social or non-social behavior. Often times it is said they cannot think. This means they have never learned how to solve problems: how to think of alternatives and how to think about consequences to alternatives.

Many offenders lack what most people call a conscience. They often show little or no concern for the welfare of others and may use relationships to get what they want.

Offenders may be

- non-reflective,
- intolerant of ambiguity, rigidity,
- impulsive, and
- egocentric.

Offenders may

- externalize blame for their actions onto others or to circumstances "beyond their control,"
- demonstrate simplistic, illogical reasoning,
- misread social expectations,
- misinterpret actions and intentions of others,
- be unable to see alternative solutions to problems,
- have a poor ability to role play,
- have a poorly defined self-concept,
- demonstrate extreme and polarized judgments, and
- have low self-esteem.

Many offenders cannot think beyond the first impulse because they have never learned to problem solve. Many have not learned how to plan, either short-term or long-term.

Offenders tend to be concrete in their thinking. They understand only what they can see, touch, hear, or smell. They may lack abstract reasoning abilities which makes it difficult for them to understand the reasons for rules and laws and to understand other peoples' feelings.

Often offenders are inflexible in their thinking. It is difficult to get them to listen to advice because they cannot reason. They cannot find alternatives to problems. They can only see the world from their own narrow perspective.

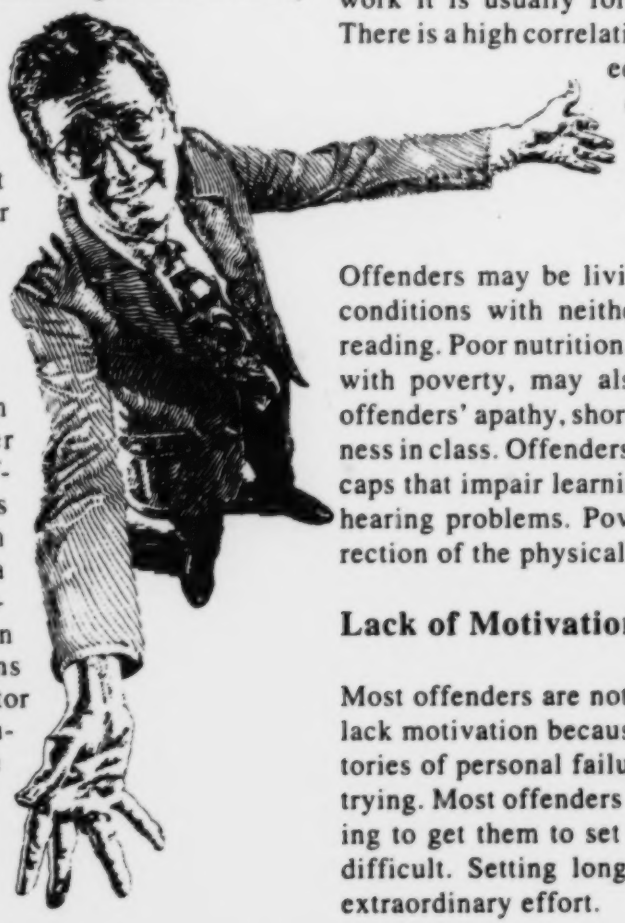
Many offenders are egocentric. Right and wrong for them is based on how an action affects them, not the community as a whole. They externalize blame for their crimes onto others and onto circumstances beyond their control.

WHO IS THE OFFENDER STUDENT?

The offender student often comes to school with a host of problems. Some of these problems are common to the problems of most adult basic education students; some are mainly common to offenders. The following is a list of traits common to many offenders.

Lack of Self-Confidence

Many offenders have a picture of themselves that contributes to their law-breaking behavior. Many offenders lack self-confidence and self-respect. They are often anxious and uneasy in their dealings with others. Any program that works to increase their self-esteem will generally help them become better students and better citizens.



A great deal has been written about offender sub-cultures. Some offenders do hold views quite distant from "straight" society, but a much more common experience is of confusion and mixed-up emotions and beliefs. The educator must help these individuals clarify or change their confused sets of attitudes and beliefs. Most offenders have long histories of personal failure.

The greatest need of offenders is to learn the social skills involved in successful interpersonal relationships. Criminality is often seen as the result of the failure to relate successfully to other people. Offenders do not have command of the tact, insight, knowledge, and judgment needed to interact with others.

Fear of School

Most offenders are school dropouts and fear the traditional classroom setting. The classroom is not a place where they have experienced success. Upon reentry, their self-confidence will be nil, and they may be antagonistic. Many offenders are slow learners who never developed academic or social skills.

Live in Conditions of Economic Poverty

Many offenders are unemployed. When they do work it is usually for minimum wage or less. There is a high correlation between the offender's education and level of income. Many illiterate offenders are unemployed. Many unemployed offenders offend again.

Offenders may be living in extremely crowded conditions with neither space nor privacy for reading. Poor nutrition, which goes hand-in-hand with poverty, may also be the cause of some offenders' apathy, short attention span and sleepiness in class. Offenders may have physical handicaps that impair learning, such as poor vision or hearing problems. Poverty often precludes correction of the physical impairments.

Lack of Motivation

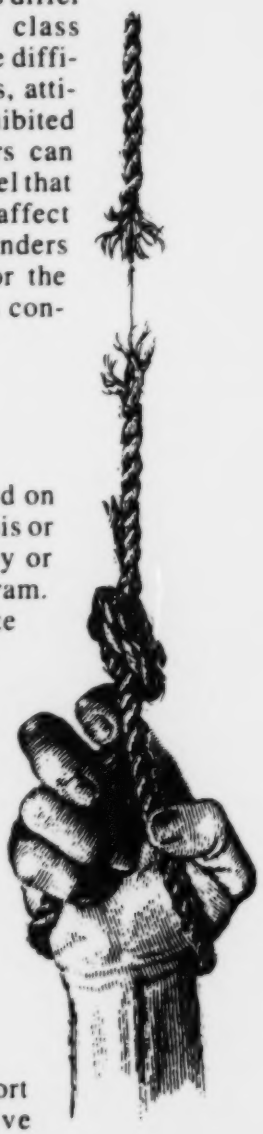
Most offenders are not goal-oriented. Offenders lack motivation because they have had long histories of personal failures and have just stopped trying. Most offenders have never set goals. Trying to get them to set short range goals is very difficult. Setting long range goals requires an extraordinary effort.

Offenders are accustomed to "living for today." They do not plan for tomorrow. To many offenders, just getting to and from work, which may involve owning an automobile, is a long range goal.

Streetwise Mentality

Many offenders are expert con-artists; you probably can't con a con. They often have experience in street survival but generally lack any social survival skills.

Values, attitudes, and goals differ from upper and middle class norms. Teachers often have difficulty relating to the values, attitudes, and lack of goals exhibited by offenders. But teachers can provide a positive role model that will set an example to affect change. In addition, offenders need to know (perhaps for the first time) that someone is concerned for them.



Hostility Toward Authority

Conditions may be imposed on the offender that mandate his or her enrollment in a literacy or other adult education program. Very few offenders realize or understand why they are illiterate; very few understand the benefits of getting an education. This lack of understanding may initially create hostility toward the educational system and the parole or probation office.

Tendency to Lose Interest

Many offenders have a short attention span. Cognitive problem solving deficits, drug abuse, and neurological problems may contribute to a lack of goal setting or life planning. Any program must be relevant to their needs. Offenders are more likely to maintain interest when the material presented relates to their everyday problems. The more practical and germane, the more the offender will be interested and the less likely apathy will appear.

LACKS BASIC SURVIVAL SKILLS

Almost thirty years as a judge has convinced me that a person who lacks even basic survival skills in our society is a prime candidate to be a law violator. Finding ways to provide this type of person with coping skills not only makes good economic sense, but makes us better people for having done so. Helping those in need is our highest calling.

Judge Frank X. Gordon

The typical profile of the adult offender includes the following:

- dropped-out in the 9th or 10th grade;
- functions at 6th grade level;
- has an IQ of about 90;
- history of academic failure;
- has defensive and/or negative attitude;
- has low self-esteem; and is not an auditory learner (learns visually, tactilely, kinesthetically, and globally).

These traits are all examples of traits that characterize the slow learner. In fact, the average offender student is approximately three times more likely to be a slow learner than the average adult.

These students have specific, identified learning problems. The correctional educator knows that offender students, as a rule, must be taught in a manner different from that typically seen in the traditional school setting.

The offender has many general characteristics that are similar to many students in community adult education programs. The offender student, however, may present some new challenges for the classroom facilitator.

THE CHALLENGING OFFENDER STUDENT

Many offender students have problems with the following types of skills or tasks.

Risk Taking and Decision Making

Most offenses encompass risks of some kind: of being caught, of things going wrong, or of being in physical danger.

Many offenders are bad decision makers and are very poor at estimating the extent of risks. They often do not foresee the consequences of their own actions. Many offenders lack the cognitive skills that are essential to social adaptation.

Many offenders tend to be action-oriented, non-reflective, and impulsive. Advice, warnings, or punishment often have little impact on them because they fail to reflect back on their behavior and its effects. Many offenders have never acquired critical reasoning skills, and they evidence a host of thinking errors. The most common of these is externalizing the blame for their actions on to other people or to circumstances "beyond their control." Many offenders have not progressed beyond an ego-centric stage of cognitive development; they fail to distinguish their own emotional states, thoughts, and views and those of other people; they misread social expectations and misinterpret the actions and intentions of others. Their lack of awareness or sensitivity to other people's thoughts or feelings severely impairs their ability to form acceptable relationships with people (particularly employers and spouses). The offender's cognition - what and how he thinks, how he views his world, how he reasons, how well he understands people, what he values, and how he attempts to solve problems - plays an important role in his criminal behavior. The best way to correct anti-social behavior and values is to teach prosocial behavior and values.

Ross & Fabiano

Basically, research shows that anti-social personalities cannot problem solve. When presented with a problem, their reactions tend to be swift and based on emotions. Offenders tend not to be able to think of alternative solutions to problems and of course do not get to the stage of thinking about the consequences of the alternatives. Without being able to realize consequences, criminal activity looks like a good solution to their problems. Offenders need to learn thinking skills, problem solving skills, and decision making skills.

Criminal behavior can be thought of as one manifestation of a functional deficit in decision making ability and problem-solving skills which leads to and derives from an image of the self as a victim.

Burglass

Many offenders have not acquired the skills to think. Encouraging them to think will achieve little if they are not first taught **how to think**.

Teaching problem solving skills to offenders is always a high priority. Offenders need to learn to discern the alternative solutions to solving a problem and to foresee the consequences of each solution. With these skills they might better appreciate their chances of success or failure which might deter them from some kinds of offenses.

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Social Skills

Many offenders do not understand or value another person's point-of-view. They are egocentric and usually assess others entirely from their own point-of-view. They fail to distinguish between their own thoughts and feelings and those of others. These deficits usually lead to problems with interpersonal relationships.

Many offenders do not

- understand and consider other people's values, behavior and feelings;
- recognize how their behavior affects other people and why others respond to them the way they do; and
- know how to develop alternative, pro-social rather than anti-social ways of reacting to interpersonal conflict.

Offenders often do not understand other people both in terms of how they feel and think and in terms of why they react to them the way they do. Offenders often antagonize others without realizing how they have done so.

Offenders must learn

- how to analyze interpersonal problems;
- how to understand and consider other people's values, behavior and feelings;
- how to recognize how their behavior affects other people and why others respond to them the way they do; and
- how to develop alternative, pro-social rather than anti-social ways of reacting to interpersonal conflict.

Teaching pro-social communications skills should be a high priority of the correctional educator.

Locus of Control

Differences between people in how they think they command their own destinies are conceptualized in terms of "locus of control." Some people believe that their own decisions and actions cause most of the things that happen to them. They believe they are the authors of most of the events in their lives. Other people believe that most of the things that happen to them are caused by luck or by forces beyond their control.

- Internals believe that what they get out of life is determined by factors within themselves, such as ability or hard work.
- Externals believe that what happens to them is determined, not by their efforts or skills, but by external factors.

An external locus of control is associated with increased anti-social behavior. Many offenders are external.

They believe that what happens to them depends on fate, chance, or luck. They believe that they are powerless, that they cannot control what happens to them, that they are controlled by other people and circumstances over which they have no influence. Such thinking makes them feel that there is no point in their trying to succeed because their fate is controlled by other people.

Ross

Many offenders view the world around them fatalistically. They feel that they are victims of circumstances beyond their control or are pawns of fate. They think there is little they can do to alter their own lives. In addition, some kinds of offenses may be the results of losses of control over very strong feelings or impulses. Offenders are capable of change in both of these areas. Specific training methods can change beliefs, feelings, and behavioral failures of self-control.

Locus of control can be assessed using a variety of methods. Straightforward discussion with students about their own feelings and behavior and the causes of their actions may in itself reveal some of their underlying assumptions. Locus of control can also be determined by means of a questionnaire. Most commonly used is The Rotter Internal-External Scale.

Taking control of their lives for the first time is a "survival skill" for most offenders. Teachers can find many life skill/survival skill materials that include problem solving information and social skill exercises that address locus of control either directly or indirectly.

Because many offenders are externals, the andragogical assumption of self-directedness may not be valid for many in this population. The teacher as facilitator working with small groups often produces better results than the student working independently.

WHAT IS CORRECTIONAL EDUCATION?

During this century, most offender programs have been based on theories of crime causation. There have been psychological theories, sociological theories, and organic theories. Each has had corresponding methods of treatment. This treatment approach to crime, often called the medical model, has recently fallen into disrepute among many criminal justice practitioners.

The medical model is based on the assumption that criminology is usually caused by a personality disorder related to psychological or sociological problems. The medical model portrays the criminal as a victim of circumstances: he or she is not necessarily the agent.

The education model, on the other hand, places more blame and responsibility directly on the offender. This model blames the lack of moral development, social development, and cognitive development for the way the offender thinks, and it recognizes the responsibility of the offender for the decisions he or she makes. In ***Readings in Prison Education***, Roberts writes:

Correctional education must change ways of thinking about oneself and others and develop better social attitudes and habits.

Unless correctional education does this, it cannot be called correctional.

The International Correctional Education Association defines correctional education, in part, as **educational intervention to interrupt non-social or anti-social attitudes and equip students for lives as responsible community members.**

Dr. Thom Gehring writing in the ***Journal of Correctional Education*** says that "correctional educators cannot afford the luxury of traditional learning content; our students must first learn to live as community members. The traditional knowledge, skills, and attitudes' formula should be reversed."

Dr. Gehring goes on to state that offenders would be better served if educators were first concerned with attitudes, then skills, then knowledge: "incarceration seldom results from deficits of facts and knowledge; it results from problems associated with attitudes, values, and personal development."

Overemphasis on the knowledge or content area may just produce better educated criminals. In addition, most correctional educators are familiar with the Vernon Fox quote, "If one teaches a criminal to be a plumber, then the results must be a criminal plumber."

Nothing is new about this concept. In 1931 Austin MacCormick wrote:

The mere tools of education are no guaranty of character. A man may carry a kit of burglar's tools and a doctor's degree at the same time...
If a man is to remain a criminal, it is perhaps better for society that he remain as ignorant... as possible.

Upon exiting his fourteen years in correctional education, Dr. John Merren, former Director of Correctional Education in Arizona, penned these thoughts about his views of the status of correctional education.

After fourteen years in correctional education, I am moving on to another realm of endeavor. During my tenure in teaching and supervision, I continually searched for the best educational content to provide offenders to help them succeed as law abiding citizens after release. Sometimes as I look back I doubt that I and others even asked the right questions to determine curriculum content. At this point in the history of correctional education, I believe some better questions and answers are emerging.

A variety of books and articles have been published in the last ten years which suggest that offenders make deliberate decisions about criminal activity. In the opinion of these authors, although decisions to commit crimes may be poor ones, they are based on motivations which are largely caused by a personal gratification from criminal behavior rather than by social or economic deprivation. As a result, the faith we have had in assuming that the primary need of offenders for GED's and job specific training to improve offender's employment prospects may be flawed. Their greatest need would seem to be the ability to make appropriate decisions about their behavior on a minute to minute basis. Added to this need is that the decisions be made in appropriate social and ethical contexts. If these are the primary needs, then meeting them should logically be the first priority of offender programs.

While some offenders certainly have other educational needs which are obvious, such as illiteracy, their inability to make appropriate decisions for morally and civically acceptable behavior is universal. Their behavior based on flawed decisions resulted in criminal conviction. If this universal need is to be met, program content to enhance social and ethical decision making must have the highest priority. Indeed, I would argue that society is poorly served by pouring resources into programs which provide criminals with only academic and vocational skills while making scant difference in their decisions to engage in postrelease criminal activity.

Dr. John Merren

Correctional education is about survival. It is about equipping offenders with the survival skills, life skills and thinking skills that will enable them to function in and stay in the "free world." Offenders have many problems that need to be solved. They need to know how to get a job, how to open a bank account, how to keep a budget, and how to shop. They need to know ways of controlling anger as well as taking control of their lives. They need to know how to communicate in a social world. They need to learn how to develop interpersonal skills and to control impulsive behavior. Without these, and other "basic skills," the offender cannot survive in society.

Correctional educators are change agents who help offenders learn how to solve problems to avoid recidivism. Correctional educators can help develop informed and ethical decision-making capabilities so students who face opportunities to commit crime can make an informed, ethical choice.

A Texas Criminal Justice Policy Council report states that educators and corrections planners face the task of implementing programs for hard-to-serve adults within a fragmented system offering little time or continuity of treatment. In Texas, services are offered through the Windham School System.... as well as through local parole and probation departments.

However, no mechanism exists for an integrated service delivery system that provides a transition for offenders from prison to the community (or vice versa).

The goal of this grant, Coordinating with Corrections, is to integrate an educational service delivery system for offenders in the community.

Again quoting MacCormick, we'll let him have the last words.

The end result we hope for from all the types of education we offer the prisoner is social education: the socialization of the individual. Our hope is that the man whom we educate to better handling of the fundamental intellectual processes, to greater occupational skill, to better care of his body, to broader understanding of the world he lives in, may not only stop committing antisocial acts but may also fit into the social scheme understandingly and willingly.

RECIDIVISM

It has to be confessed that recidivism, which hitherto has all but eluded the group of statesmen, jurists, penologists, and sociologists, is now seriously engaging the attention of all of them with the prospect of good results.

Dr. J. F. Sutherland
Deputy Commissioner in Lunacy
for Scotland
Recidivism 1908

JUST HOW BIG OF A PROBLEM IS RECIDIVISM?

Diverting probationers from prison and keeping parolees from recidivating is a prime policy issue of criminal justice administrators and state policy makers. Too many offenders return to criminal activity. A Bureau of Justice Statistics report **Examining Recidivism** illustrates that point.

- Percent of young parolees who within six years of release from prison were

  rearrested – 69%
  reconvicted – 53%
  reincarcerated – 49%

- Over a twenty year period, an estimated half of all releasees will return to prison, most in the first three years after release.

- 41 percent of those released from prison who are between 18-24 years old will return to prison within three years.

Can we keep them from repeating their behaviors?

"Nationwide, parolees who have not completed high school have higher rates of rearrest, reconviction, and return to prison than high school graduates," according to Beck and Shipley.

An examination of Texas statistics collected by the Criminal Justice Policy Council confirms that a relationship exists between educational attainment and recidivism in Texas.

- 68 percent of prison inmates do not have a high school diploma or GED;

- 67 percent of the inmates released to parole in 1989 and 1990 lacked a high school diploma or GED; and

- 44 percent of the felons on probation do not have a high school or equivalency diploma.

Dr. Tony Fabelo, Executive Director of the Texas Criminal Justice Policy Council, says, "The evidence is increasing that education is key to the successful reintegration of felony offenders into society. A recent Texas study showed that 37 percent of parolees who had not completed high school returned to prison, as compared to only 24 percent of those who had a high school diploma or GED."

You can't expect offenders to make better choices when released if they can't fill out a job application! These educational programs are without a doubt the key element in reducing recidivism.

Judge G. Thomas Meehan

In some cases releasees do need to be able to fill out an application to get a job. The skills necessary for job retention, however, are at least as important as those needed for job acquisition.

According to Dr. Fabelo, "...evidence indicates that many offenders never acquired the norms and values that are part of the socialization process provided by schools."

Academic skills are important to the offender, but those social and cognitive skills necessary for job retention, positive social interaction, and successful problem solving are equally important to the offender. Most offenders need to learn how to develop interpersonal social skills in order to remain free in society.

Cognitive programs, those that have an affect on the offender's thinking, have a greater affect on recidivism than any other programs according to numerous studies. One controlled study of note on probationers twenty-four years of age indicated the following results.

Recidivism within 9 months

No Treatment - 69.5%
Life Skills Program - 47.5%
Cognitive/Social Program - 18.1%

Most offenders, indeed, need to learn how to develop interpersonal social skills to survive in society. A planned program for developing appropriate cognitive/social skills is essential in the corrections education environment.

WE CAN MAKE A DIFFERENCE

According to an evaluation study of the college programs offered in Texas prisons in 1976, "One of the many goals of any. ...education program in corrections is to reduce an individual's probability of becoming a recidivist." Programs that have the power to remove the multi-faceted deficits offenders evidence are essential if recidivism rates are to be positively affected.

Michael Reagan in ***School Behind Bars*** quotes an inmate saying, "The public has got to start pushing for real programs... and pay that way, or they'll pay the other.... They just don't realize: these doors keep going around and around and around."

We as educators have the power to slow the revolving doors!

Chapter II

COORDINATION OF COMMUNITY ADULT EDUCATION WITH CRIMINAL JUSTICE AGENCIES

Today there are approximately six times more offenders on probation and parole than there are inmates in prison. Literacy and crime are state and national priorities. Illiteracy and under education are urgent national problems that are intertwined with a wide range of social and economic ills: crime, unemployment, poverty, economic dependence, teenage pregnancy, drug addiction, and lower levels of productivity.

Without increasing education levels, these cycles cannot be broken. Educational intervention, as early as possible, is key to breaking these cycles. That's why the adult education system is so important.

WHAT IS COMMUNITY ADULT EDUCATION?

The Division of Adult and Community Education of the Texas Education Agency (TEA) provides state-level administration of adult education programs. The Division is responsible for funding and monitoring local programs, preparing state and federal reports, developing program goals and objectives, and providing technical assistance.

The current TEA supported adult education delivery system consists of sixty (60) regional adult education service providers. Each provider has a locally selected fiscal agent which is either an independent school district, an educational service center, or a public college or university. In addition to these providers, cooperation and coordination takes place with numerous community-based organizations throughout the state that offer educational services or employ undereducated adults.

Adult education programs include literacy, English language skills, and basic academic and life skills. Adult education programs assist educationally disadvantaged adults in securing the education necessary to function in our society, to be informed and productive citizens.

Adult basic education classes are free! Most community programs provide day and night-time classes to accommodate students' work schedules. Most adult education programs operate on an annual basis from July 1 through June 30 although actual programming is often limited to September through May.

Classes are often held in a variety of locales. They may be in the high school, at the college, in a Department of Human Services office, in the local jail, at a probation or parole office, in the housing projects, etc.

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Adult education programs aim to meet the needs of undereducated adults in Texas. Students are placed in instructional programs based on their assessed educational levels. Programs may include any of the following.

- **LITERACY** for students below first grade functioning level;
- **ADULT BASIC EDUCATION** for students grades 1-8 functioning level;
- **ADULT SECONDARY EDUCATION** for students grades 9-12 functioning level;
- **ENGLISH AS A SECOND LANGUAGE** for students with limited English proficiency;
- **LIFE-COPING SKILLS** for students at various functioning levels; and
- **CITIZENSHIP** for students at various functioning levels

COORDINATION AMONG THE TEXAS DEPARTMENT OF CRIMINAL JUSTICE, THE TEXAS EDUCATION AGENCY, AND THE ADULT EDUCATION PROGRAM PROVIDERS

The adult education system in the State of Texas is called upon to be a primary provider of educational services for offenders in the community. Coordination between educational and criminal justice agencies at the state and local levels is crucial to the upgrading of basic academic skills for the offender. The partnership with probation and parole agencies offers adult education program providers the opportunity to demonstrate the responsiveness, efficiency, and collaborative ability of the statewide adult education system by serving all referred offenders, regardless of their instructional levels, limited English proficiency, or social deficiencies.

State Level Contacts

The TEA Division of Adult and Community Education has designated a staff person responsible for the implementation of TEA's role in developing and operating a referral network to provide educational services for offenders. This education specialist will work with designated education program coordinators from the Pardons and Paroles Division, the Community Justice Assistance Division, and the local adult education program providers.

Local Level Contacts

To facilitate cooperation at the local level, it is recommended that each parole office, each community supervision and corrections department, and each adult education provider designate a staff person responsible for overseeing the coordination of educational services for offenders. These coordinators should be knowledgeable of the service areas they have in common with each other (see appendices).

Individual Joint Responsibilities

Probation and parole staffs are responsible for acquiring a listing of education sites, class schedules, and changes to these sites and schedules from the adult education providers that serve their areas. The education providers, on-the-other-hand, should distribute their policies and procedures regarding referral, enrollment, progress, and termination to the probation and parole offices.

All appropriate staff/teachers should be trained to work with the offender student. Staff/teachers should also be provided with policies and procedures that relate to these students, as well as this manual to use as a reference guide. In addition to local training efforts, training in working with the offender student will be provided through TEA special projects to all agencies involved with this effort.

Probation and parole staffs will provide Referral and Enrollment Forms for their students. These students are mandated by the courts and the Board of Pardons and Paroles to enroll in classes. Probation and Parole staffs, therefore, are responsible for ensuring that these students are enrolled. If students are not enrolled, staff needs to be able to explain why they are not.

Offender program participation is important information for the offenders' overseers. Staffs must be able to track the behavior of their wards. Timely intervention with problem offenders can be very beneficial to the state. Probation and parole staffs need to know of problems so they can intervene early. They must closely monitor those not complying. Conversely, they can provide less time and supervision to those who do comply. There is more on this topic in the section on referring, enrolling, and tracking students.

INTER-AGENCY COORDINATION

Coordination at the local level between adult education providers and probation and parole staff is crucial to the success of this project. To maximize the use of resources available to serve the target population, the following is a list of recommendations for successful coordination.

- Conduct joint planning sessions at the local level on a regular basis. These sessions enable probation/parole and adult education personnel to evaluate local arrangements and make informed decisions about needed changes in the delivery of educational services.

- Maintain open lines of communication with probation and parole staffs regarding changes in the offenders' status. TDCJ Forms 2647 and 2648 are included in the appendix as samples of quick, efficient means of documenting actual number of hours of instruction attended and whether participants are making satisfactory progress. These forms could be used to alert probation and parole staffs to concerns about participants' performance.

- Request consistent use of Referral and Enrollment forms from probation and parole. This is the only official means of documenting the providers' delivery of educational services to offenders.

- Include probation and parole contacts in staff development sessions whenever possible. Likewise, take advantage of opportunities for cross training with probation and parole.

- Invite probation and parole staff to visit class sites and to attend special functions. The more familiar they are with adult education programs, the better prepared they are to support adult educators' efforts to serve offenders.

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SOCIAL RESOURCES AND OUTREACH ACTIVITIES

Education providers can coordinate with local probation and parole offices and the Texas Employment Commission's Project RIO to develop and use social resources and outreach activities in the community. These resources can be used to assist and encourage offenders to attain educational and employment goals. Project RIO is a coordinated employment and social service program between all state parole offices and most Texas Employment Commission offices.

In particular, the Texas Employment Commission's Project RIO provides free brochures of catalogued local public and private social service providers. These brochures include information on

1. low cost or free medical and counseling services;
2. food, clothing and housing resources;
3. transportation resources; and
4. academic and vocational education grants, as well as various other local social services.

Parole staff should insure that these social outreach materials are delivered to each education provider.

CHOOSING EDUCATIONAL SITES

Education providers should work with probation and parole contacts in choosing attendance sites. In many instances site selection will be limited. In larger programs, however, there may be joint decisions that will best serve the offender and the program.

Easy access to year-round educational activities is a primary concern of probation and parole officers. Coordination between the adult education provider and the probation and parole offices is essential to ensure accessible educational services.

Considerations include

- sites that are easily accessible for the student (i.e., on or near public transportation routes, near the probation or parole office, or in areas where several offenders reside);
- sites with year-round programs;
- sites with the most security; and
- sites with the fewest juveniles.

The lack of adequate transportation severely hampers many participants' ability to participate. Likewise, offenders who cannot access year-round educational activities face major obstacles, as do their probation and parole officers who are mandated to get the offenders into educational programs.

Some program providers have expressed concern about mixing offenders with other students. Some providers have gone as far as suggesting separate classrooms and even separate locations for offenders. These arrangements may be extreme and may not be in the best interest of the student. However, many programs may have attendance sites that are more appropriate than others. These decisions should be mutually agreed to by the local contacts.

Location of class sites can have a significant impact on the offenders attendance. Criminal justice agencies witness a noticeable improvement in attendance and retention rates at class sites located in participants neighborhood communities and in their local offices.

Some program providers offer classes at probation and parole facilities where possible. These arrangements usually work very well. Most offenders have encountered unsuccessful experiences at the public "school house." Many do not want to go back to school for the fear of repeating past failures. Probation or parole offices are viewed as "safe" places by most offenders. These offices are more familiar, have staffs that are trained to understand and deal with offenders and provide numerous programs designed to assist them in coping with the real world.

Most offenders do not want their families and peers to know they are going to school. In probation departments, stories abound about students who tell their families they are going to the probation office to see their officer (school), to see about a job (school), or to study computers (school). Initial enrollment and retention capabilities are probably enhanced when services can be provided at probation and parole offices.

Of course these arrangements only work when there is space available. While co-location at probation and parole offices is not always possible, a number of these offices have been able to make space available.

REFERRING, ENROLLING, AND TRACKING STUDENTS

Educational services begin with the referral of offenders to an adult education program. Offenders in need of educational services will be referred to adult education providers by probation and parole using a Referral and Enrollment Form. (Copies of these forms and their instructions can be found in the appendices.)

Referring

Offenders with educational achievement (EA) scores less than sixth grade are required by statutes to attend classes. In addition, some judges and the Board of Pardons and Paroles require many offenders without high school diplomas or a GED to enroll. These requirements have the force of law, and staff are required to work with the offenders to these ends.

There will, of course, be exceptions to these mandates. For instance,

- Offenders with an official diagnoses of mental retardation will not be referred;
- Offenders with officially diagnosed mental illness (e.g. paranoid schizophrenia, not stabilized by medicine.);
- Offenders who lack the intellectual capacity or learning ability to attain sixth grade skills, as determined by the education provider, will be referred back to the probation or parole contact for further action;
- Offenders exhibiting symptoms of current illicit drug use or alcohol abuse will not be referred;
- Offenders exhibiting behavioral problems on parole, which could affect the classroom;
- Offenders with known outstanding warrants for arrest will not be referred; and
- On a case-by-case basis, after a conference between the supervising officer and his supervisor, a decision may be made not to refer an offender who has vocational skills and a documented stable job sufficient to support himself and family and meet his supervision financial obligations.

If an offender, at a later time, demonstrates an exclusionary behavior in the classroom, the education staff may dis-enroll the student. Staff should document, in writing, the reason for rejection and send a copy to the appropriate probation or parole contact. If possible, a phone call to the supervising officer would be appropriate and will provide quicker resolution.

Rejections from enrollment or removal from the class roles is a serious concern to the probation or parole officer and intervention needs to be swift.

The education provider, with the assistance of the assigned probation and parole contacts, should coordinate and publish specific procedures for referrals of offenders.

Enrolling

When enrolling, offenders should present a probation or parole "Referral and Enrollment Form" properly completed by their officer (see appendices). At this time the education site will enroll the student, refer the student to another site for enrollment, or place the student on a waiting list. Whichever, the action will be documented on the lower portion of the Referral and Enrollment Form and forwarded to the appropriate probation or parole office education contact.

Education providers currently serving offenders have developed different methods of getting the Referral and Enrollment Form from the school house to the probation and parole offices.

Three examples may be prominent. In the first example, the teacher forwards the forms to the probation and parole office contacts. In the second, the teacher forwards the forms to the administration, and the administration forwards the forms monthly to the appropriate probation or parole office contacts. A third example has also been effective. The teacher or the front office administration collects the forms and a probation or parole staff member periodically comes by the school to collect them.

All three of these examples work. Others may work as well or better. How the information gets from the school to the probation and parole offices is a local issue. The primary concern is that the information can be collected in a timely manner to provide timely intervention if necessary.

Tracking

Probation and parole staffs must be able to track their students' progress. They must know if the student continues to be enrolled, is making progress, has completed any programs or has terminated. This information can be provided by the education providers on the providers' standard forms and on their regular schedule for reports.

Again, reporting forms at the local level will differ among education providers. How the information gets to probation and parole is not important. That it gets there is. Again, education providers currently in the business of providing services to offenders have created numerous different tracking methods. Most education providers have been tracking other special populations for years and already have systems in place that will separate students for reporting purposes.

One education provider uses a two digit system added to the end of each student's social security number. The two digits indicate the special population in which the student is placed.

Chapter III

TEXAS MODELS

One of the objectives of this project is to research different educational delivery models that can be employed to assist offenders in the community. Numerous national contacts have been made with criminal justice and educational organizations, including a number of universities. A series of questions were asked on a form that each respondent could easily return.

Almost all contacted organizations responded to the queries. Unfortunately, not one organization was able to provide any information relating to community corrections education for probationers and parolees. Most contacts, however, asked to receive any data garnered by this project.

COMMUNITY CORRECTIONS EDUCATION

Community corrections education is a relatively new movement in this country. Even though no agency or organization has collected any statistical information relating to probationers and parolees in community education programs, there are efforts being made to implement these programs in a few states.

As a way to network some of the state models, in March of 1993 the National Judicial College sponsored a symposium on community corrections education models at the University of Nevada. Titled "A Partnership for Safe Communities: Courts, Education, and Literacy," several community corrections education programs were highlighted. Models from Arizona, California, Florida, Montana, Oklahoma, and Oregon were presented by representatives from each state.

Unlike the current Texas effort, none of these models are yet state-wide endeavors. Even though our effort is in the beginning stages, Texas already has more offenders in community corrections education programs than any other state. Yet, Texas is probably not serving ten percent of the eligible, mandated offender population in the community.

But Texas has a good beginning.

And, Texas has a great number of models to highlight and from which to draw.

Texas is a rural, urban, multi-cultural state. These factors have an enormous impact upon any type of service program implemented in the state. Each area of Texas has its own individual characteristics regarding resources, population numbers, ethnicity, and area size. Successful community corrections education programs must take these factors into consideration and develop programs for an area's specific student needs and available resources.

The models presented in this chapter are examples of successful community corrections education programs within the state. These are just some possibilities. Real life models are only restricted by the imagination of the program director and the availability of resources.

Texas is fortunate to have a vast, multi-faceted, yet somewhat coordinated state effort to deliver programs to undereducated adults. Efforts come from the federal government, state government, public schools, colleges and universities, counties, municipalities, and community-based-organizations.

RESOURCES FOR SUCCESSFUL PROGRAMS

There are many resources available for serving this population. It's these varied resources that allow different models to be created.

Texas Education Agency Adult Education Program Providers

Every community in Texas is represented by an adult education provider that is fiscally supported by the Texas Education Agency. Criminal justice agencies can greatly enhance their education efforts by enlisting the services of these providers.

These providers, depending on the programs in the area, can supply teachers, training, and teaching materials. All the adult education providers are listed in the appendices. Check for the one in your area. Your provider may currently be funding an existing adult education program in your community. The provider may choose to expand its program to include your students or it may add additional classrooms at your site.

Example: One community corrections education program is working with a provider in two counties. In one county the provider pays a certified teacher to conduct evening classes and pays for instructional materials as well.

In the other county, which has small student numbers, the local adult education program only provides teaching materials to the community corrections education program.

Volunteers

Community volunteers can be a great asset to many offices. Volunteer sources include senior citizen organizations, churches, community service groups, and private organizations. Volunteers can be used as tutors, as clerical support, as fund raisers, and for telephone duties. The use of volunteers is only limited by the needs of the program and the talents of the individual volunteer.

Example: One community corrections education program uses a volunteer with computer skills to assist in the development of a statistical program to be used in tracking education data over a four county program.

Literacy Programs

Many programs, especially in rural areas, use literacy volunteers in the classroom. Most local literacy programs can provide one-on-one tutoring with trained volunteers. Laubach and Literacy Volunteers of America (LVA) are just two of the established groups in Texas. The services of these groups are either free or they may charge a small fee for supplies. In hardship cases, they usually can find funds to off-set the fee.

Example: One community corrections education program is an affiliate of LVA. The department's basic literacy program is accomplished with trained volunteer tutors.

Private Industry Council (PIC)/ Job Training Partnership Act (JTPA)

In Texas, the Governor receives and distributes JTPA federal funds (usually through the Department of Commerce) to 35 Service Delivery Areas (SDA's). Each SDA has a Private Industry Council (PIC), which may be the advisory entity and/ or the administrative entity for the JTPA funds allocated to that SDA.

The SDA's purchase educational and employment training services on behalf of clients in the community and for the benefit of the community. The JTPA supports programs that provide job training to economically disadvantaged youth and adults, and to individuals facing serious barriers to employment such as offenders with minimal skills.

These programs, however, have very strict guidelines in regards to clients who can be served. Nevertheless, a large number of offenders in the community qualify for these programs.

Besides enrolling offender students directly in PIC programs, you may be able to arrange in-kind agreements for exchange of services between probation/ parole departments and PIC/JTPA.

Example: One community corrections education program entered into the following agreement with the local PIC.

- The PIC has classroom space, teachers, and instructional materials.
- The criminal justice agency has students, computers, and educational software.
- The computers were moved to the PIC site.
- With this arrangement, student enrollment increased dramatically so that the area adult education provider sent a teacher to serve all students, not just JTPA eligible students. Because of this cooperative arrangement among three different agencies, the doors of the PIC training program are open now to all in the community, days and evenings.

Currently, all the department's education programs are held at the PIC facility, and the offender students are not required to qualify for JTPA to attend the classes.

Community Colleges - Two Year Schools

Community colleges often provide basic adult education and vocational classes. If there is a community, or other two year college in the service area, it may be the TEA funded adult education provider as well. If it is not, school officials still may be interested in providing vocational programs for the offender student.

In cases where transportation is a problem, the school may prefer to provide classes at the probation or parole office. These vocational classes will not be free, and they will be open to everyone in the community.

Example: The same PIC that opened its doors to offender students also allowed a community college to offer classes at its facility. The community college provided additional computers, educational software, and teachers. On-the-other-hand, the college gained the use of computers owned by the criminal justice agency and expanded its locations since classes were opened to the entire community.

Texas Center for Adult Literacy and Learning

The Texas A&M Center for Adult Literacy and Learning can be an important asset for programs looking for instructional materials and/or technical assistance. This is a good place to call with any questions relating to adult education services. In addition to technical assistance areas, the center publishes a statewide resource guide that covers all community resources for all types of adult education and training statewide.

Assistance can be reached at

Texas Center for Adult Literacy and Learning
Texas A&M University
College Station, TX 77843

Telephone 1-800-441-READ

RURAL VS. URBAN MODELS

In many geographic areas, providing educational services for offenders can only be accomplished with cooperative agreements. In particular, these agreements are the lifeblood of rural areas. Rural probation and parole departments will need to utilize as many of these resources as can be arranged.

Unfortunately, rural areas are often limited in the number and kind of resources available. They often have few clients spread over large geographical areas. Student transportation problems are sometimes insurmountable.

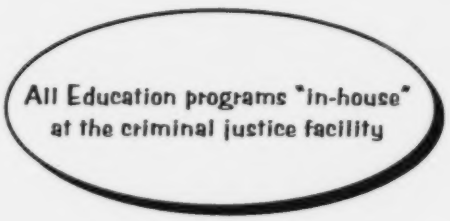
Because of many factors, rural programs will be different from those in many urban areas, especially large cities. Urban probation and parole departments often enjoy the benefits of metropolitan areas. Large student numbers insure adequate enrollments to fiscally support a teacher, and local bus service usually solves transportation problems.

URBAN MODELS

In a few urban areas, CSCD's have been able to access state funds to initiate education programs within their own departments. These programs began as stand alone in-house programs with no outside assistance.

In-House Model

Model A



There are positives and negatives to "in-house" community corrections education programs. The positives are discussed first because they outweigh the negatives. The positives basically relate to recruitment and retention.

As most probation and parole staff know, it is often very difficult to get adult offenders to go back to a public school of any kind. The offenders did not experience success there; they probably flunked out or where thrown out. They have no self-esteem and are not psychologically ready to deal with another failure.

Compounding all of this fear is the problem of peer and family rejection. Whether perceived or real, many offenders believe they will be thought less of by their peers and their family if they go back to school.

Many offenders think of probation and parole offices in a different way, however. For many offenders, these offices provide a comfort zone from all other official public institutions. There are staff in these offices who are trained to understand and deal with them, and most offenders are required to report to their probation or parole officer each month anyway.

Some offenders spend a good deal of time at these offices. All the other programs, such as employment, counseling, and drug testing, are there. For good or for bad, it is where many of their peers are. Recruiting students into an in-house program is much easier than referring offenders to other community education programs, especially if the other programs are in a school house of any kind.

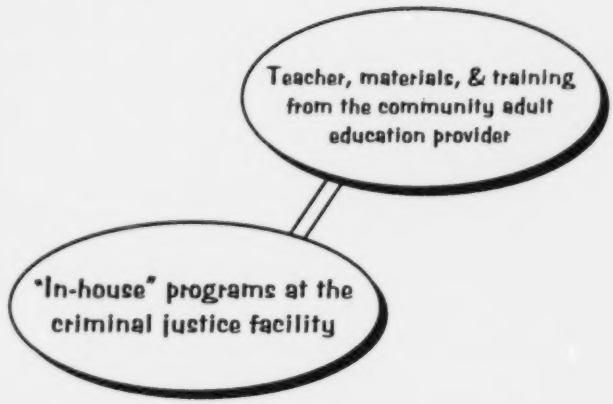
There are, however, some negatives to in-house offender education programs. Many offender programs are limited, or nearly limited, to computer driven instruction (CDI). Computer driven instruction differs from computer assisted instruction (CAI) in that CDI is stand-alone computer instruction that is not supporting teacher based instruction because there are no regular teacher led classes to assist.

Many in-house programs are limited to literacy/GED based instruction even though many correctional education experts believe that offenders offend, not because they cannot read, but because they are anti-social personalities who have never developed social skills. Unfortunately, computers do little to increase social interaction. Many of these students need the "teacher as counselor."

Another negative relates to staff training. Many of the in-house programs have not had access to staff training. In fact, most in-house staff have had no on-the-job training in correctional education.

In-House Model, With Assistance From Community Adult Education Providers

Model B


Teacher, materials, & training from the community adult education provider
"In-house" programs at the criminal justice facility

Currently, the drawbacks to most in-house programs are being eliminated. Most, if not all, programs that were "going it alone" a few years ago have joined forces with other community adult education providers. These joint efforts probably demonstrate some of the most comprehensive community corrections education programs in the state, if not in the nation. By combining resources through cooperative efforts, urban communities can expand the number of educational services currently offered.

Adult education providers are offering teacher training programs for staff and providing teachers for the classroom. For example, a number of ESL programs have been added through these efforts, as well as additional teachers in the regular classroom. In some instances, the criminal justice system provides the space and captive bodies while the community adult education providers deliver a major part of the program.

A number of CSCD's across the state have joined forces with other agencies, also. For instance, JTPA provides services for many offenders, and some arrangements have been made to enroll offenders in community college programs.

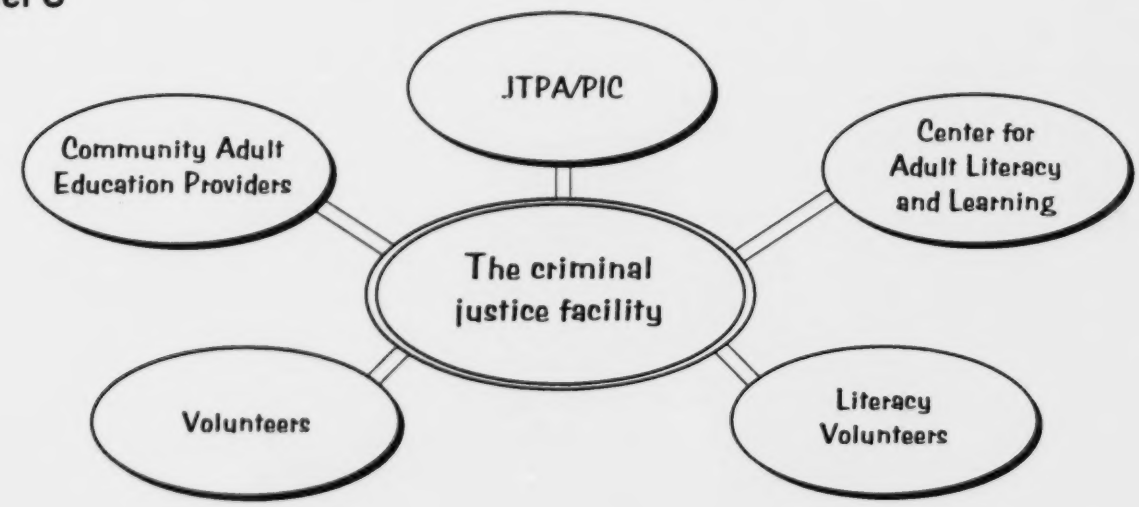
On-the-other-hand, the CSCD in-house programs have opened their doors to parolees and other community participants. There are many successful cooperative efforts underway in Texas. These cooperative agreements are necessary for many urban and all rural probation offices and for all parole offices.

RURAL MODELS

Many urban area and all rural area probation and parole offices have had to make other arrangements for educational services because of a lack of resources, both fiscal and human. Unfortunately, some probation and parole offices have made no efforts to enroll the offenders in any educational programs. Many other offices have tried but have had little success. Many more offices are doing all that's possible with available resources, and other offices are making education of offenders a major priority and have creatively built support relationships with every human service provider that could be discovered in the community.

To simplify these various arrangements, Model C will be a conglomerate of services available to most probation and parole offices. Model C is real! Not all rural probation and parole offices can access all these services, perhaps, but where possible, these resources will assist any officer in accessing services.

Model C



These resources are available for all urban programs, also, and are currently being accessed in greater numbers. These resources are emphasized under rural models because for rural areas without in-house programs, these resources may be the only services available.

There are resources in every community that can be accessed. Situations will differ from locale to locale. Some areas will have more resources; some areas will have more cooperation. Whether the program is totally in-house, in-house with assistance, or totally handled out-of-house, the most important aspect for the offender is that there is a service available.

UTOPIA IN TEXAS

What are the program components for those probation and parole departments that want "utopia;" for those who want to create the best program in the state?

THE "LIGHTHOUSE" TEXAS MODEL

So what does the ideal program look like? What are some of the features that assist in offender recruitment, retention, and rehabilitation?

Although the "lighthouse model," in total, may or may not exist, each component part does exist in one or another currently operating program.

The "program" always begins in the probation and parole offices. Probation and parole officers have many program responsibilities. These programs may include employment, substance abuse therapy, sexual abuse therapy, and community service, as well as education.

In many instances the courts or the Board of Pardons and Paroles have set program conditions on the offender. Regardless, each probation and parole office is responsible for numerous needs assessments, one of which is education.

The most popular initial educational assessment currently used is the Adult Placement Indicator (API). Those who use it trust it to give a fairly accurate grade level read at a very minimal cost.

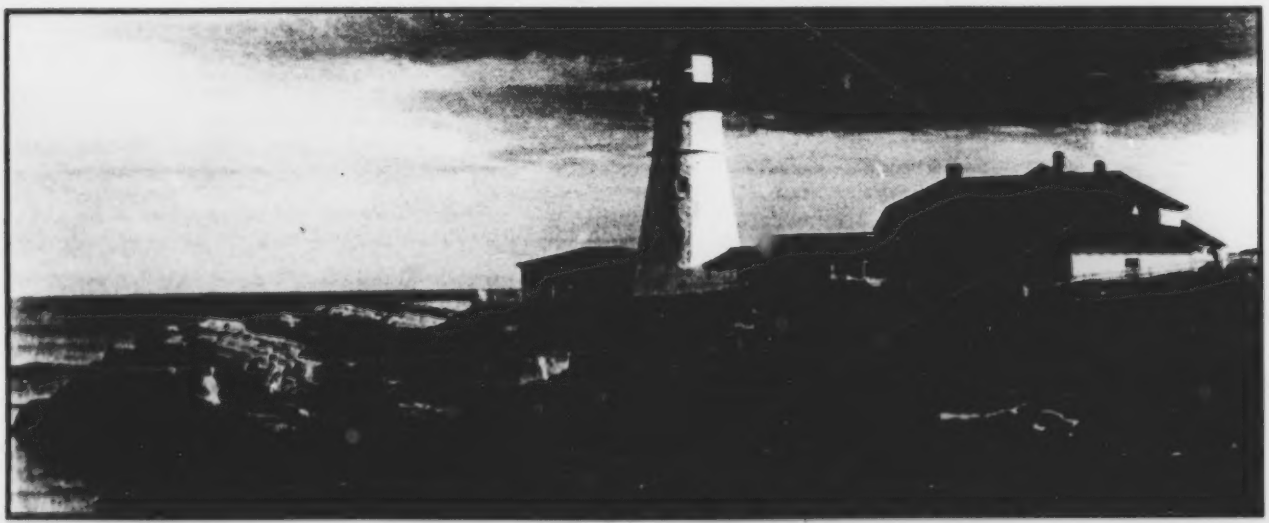
Additionally, for all parolees who have been in the Windham School System of the Texas Department of Criminal Justice, there are educational computer screens that can be accessed in many parole offices that will show the entire educational background of the offender.

For additional current information, there is a form included in the appendices of this manual that can be faxed or mailed to the Windham Records Office to retrieve certain educational achievement information.

As discussed earlier, the lighthouse model would best be housed in probation or parole space. This, unfortunately, is not currently possible everywhere. Computer hardware and software for computer assisted instruction would be provided through state funds from CJAD and PPD.

Each program would have at least one staff member hired by the criminal justice agency to oversee management of the program. Instructional staff and staff training would be provided by community adult education providers.

The educational program would be a "Phased" program.



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Phase I

Phase I would provide cognitive/social skills training. Because most offenders cannot problem solve, and because the lack of these skills is usually a major problem in their lives, Phase I begins with learning problem solving skills. Interpersonal communications, interpersonal relationships, moral dilemmas, anger management, etc., are all part of Phase I.

The two most popular cognitive programs currently utilized in Texas are the "Reasoning and Rehabilitation" program and the "Crossroads" program. Whichever cognitive program is used is not as important as assuring that a cognitive program is used. In addition to the two named programs, many other recent cognitive programs are built around life skills topics which raise the interest level for the student.

Phase II

Phase II has two sections. Offenders with no literacy skills move directly into a literacy program to learn to read. Offenders who test above the 6th grade level are guided into a survival skills program. These life skills topics will be taught while emphasizing academic reading, writing, and math skills.

Survival skills topics include skills in accessing employment, managing money, consumer economics, attitude and self-esteem, parenting and family relationships, drug and chemical dependency, buying used cars, communications, etc. These students can enroll in a GED program while taking survival skills but cannot enroll in GED independently without completing the survival skills program.

Literacy students who have learned to read sufficiently can begin to take the survival skills program along with their continued academic training.

Phase III

Phase III is an academic program preparing students for a high school equivalency exam while it teaches them to be effective problem solvers and outstanding citizens.

SUMMARY

For cooperative adult education programs to be successful, there must be a strong linkage between the probation or parole office and the service provider. The role of each must be delineated at program outset, and all parties must continue to monitor program progress.

Adult education staff must be oriented as to the specific needs and characteristics of offenders. Initial rapport must be established, and necessary life-coping skills must be stressed. Above all, early learning success must be experienced and achieved by the offender student.

Problems must be addressed as soon as they arise. Communication between the criminal justice agencies and the education program provider is the first key to success. A smooth program operation will be assured through continuous cooperation among all concerned parties.

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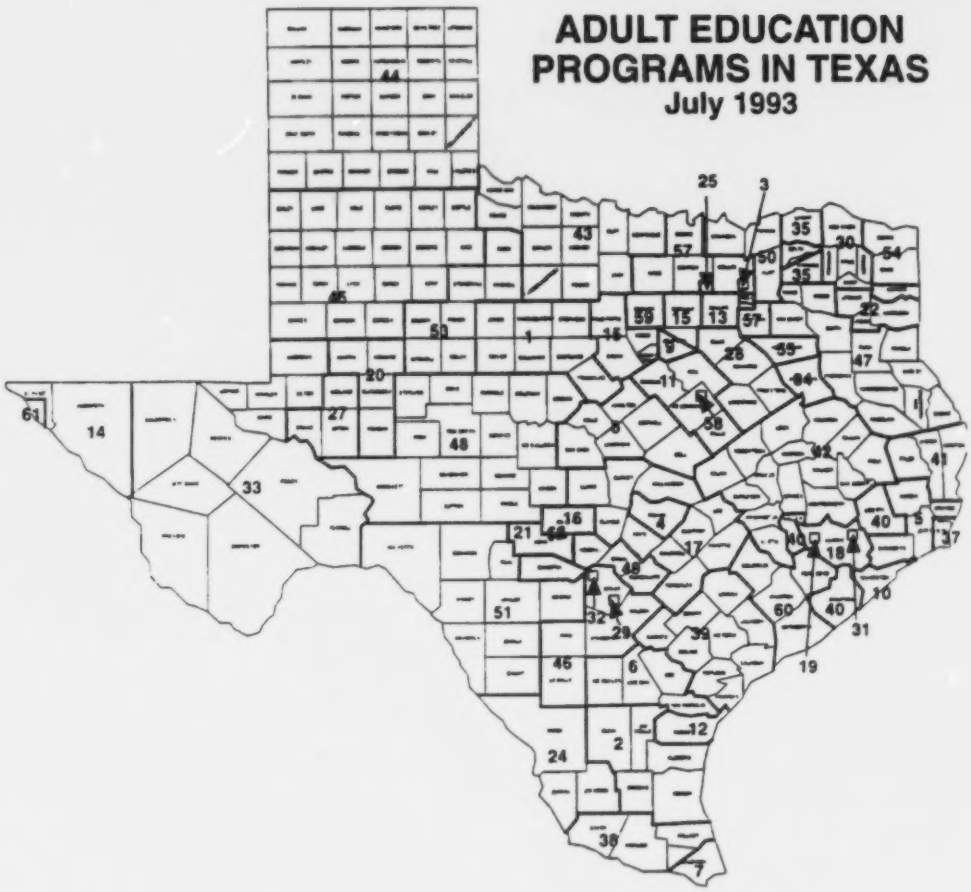
Appendices

1 Through 13

ADULT EDUCATION PROGRAMS IN TEXAS
July 1993



01. ABILENE ISD
02. ALICE ISD
03. ALLEN ISD (ONLY)
04. AUSTIN COMMUNITY COLLEGE
05. BEAUMONT ISD
06. BEEVILLE ISD
07. BROWNSVILLE ISD
08. CENTRAL TEXAS COLLEGE
09. CLEBURNE ISD
10. COLLEGE OF THE MAINLAND
11. CONNALLY ISD
12. CORPUS CHRISTI ISD
13. DALLAS ISD
14. EL PASO ISD
15. FORT WORTH ISD
16. FREDERICKSBURG ISD
17. SOUTHWEST TEXAS STATE UNIVERSITY
18. HARRIS CO DEPT OF ED
19. HOUSTON COMMUNITY COLLEGE (HOUSTON ISD ONLY)
20. HOWARD COLLEGE
21. KERRVILLE ISD
22. KILGORE COLLEGE
24. LAREDO JUNIOR COLLEGE
25. LEWISVILLE ISD (ONLY)
27. MIDLAND COLLEGE
28. NAVARRO COLLEGE
29. NORTHEAST ISD (ONLY)
30. NORTHEAST TEXAS COMM COL.
31. NORTH HARRIS CO. COLLEGE
32. NORTHSIDE ISD (ONLY)
33. ODESSA COLLEGE
34. PALESTINE ISD
35. PARIS JUNIOR COLLEGE
37. PORT ARTHUR ISD
38. REGION I (EDINBURG)
39. REGION III (VICTORIA)
40. REGION IV (HOUSTON)
41. REGION V (BEAUMONT)
42. REGION VI (HUNTSVILLE)
43. REGION IX (WICHITA FALLS)
44. REGION XVI (AMARILLO)
45. REGION XVII (LUBBOCK)
46. REGION XX (SAN ANTONIO)
47. RUSK ISD
48. SAN ANGELO ISD
49. SCHERTZ-CIBOLO-UNIV CITY ISD
50. SHERMAN ISD
51. SOUTHWEST TEXAS JR COLLEGE
53. SWEETWATER ISD
54. TEXARKANA ISD
55. TRINITY VALLEY CMTY COLLEGE
57. VALLEY VIEW ISD
58. MCLENNAN COMMUNITY COLLEGE
59. WEATHERFORD ISD
60. WHARTON COUNTY JR. COLLEGE
61. YSLETA ISD (ONLY)
62. ALAMO AREA COUNCIL OF GOVERNMENTS (KERR AND GILLESPIE COUNTIES; FEDERAL ONLY)

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Updated July 1993

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Ms. Esmer Wear
Amnesty Director
(214) 565-5417

Dr. Marvin Edwards, Superintendent
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
(214) 824-1620

EL PASO INDEPENDENT SCHOOL DISTRICT
071-902 (El Paso County)
Mr. Don Vickers, Coordinator
Adult Education
El Paso Independent School District
1216 Olive - San Jacinto ALC
El Paso, TX 79901
(915) 533-9072

Dr. Estanislado Paz, Superintendent
El Paso Independent School District
P. O. Box 20100
El Paso, TX 79998
(915) 779-3781

FORT WORTH INDEPENDENT SCHOOL DISTRICT
220-905 (Tarrant County)
Mr. Jesse C. Cummings, Director
Adult Education
Fort Worth Independent School District
705 South Henderson
Fort Worth, TX 76104
(817) 871-3434

Dr. Don R. Roberts, Superintendent
Fort Worth Independent School District
100 N. University Drive
Fort Worth, TX 76107
(817) 871-2389

Ms. Nancy Wilson Webb
Supervisor and Co-op Director, Adult Education
(817) 871-3575

Dr. Bettie Herring
Director of Vocational and Adult Education
(817) 336-8311

FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT
086-901 (Gillespie County)
Mr. Phil Houseal, Director
Community/Adult Education
Fredericksburg Independent School District
300-B West Main Street
Fredericksburg, TX 78624
(210) 997-7182

Dr. John Walch, Superintendent
Fredericksburg Independent School District
300-B West Main Street
Fredericksburg, TX 78624
(210) 997-9551

HARRIS COUNTY DEPARTMENT OF EDUCATION
101-000 (Harris County)
Mr. Arnaldo Hinojosa, Director
Adult and Continuing Education
Harris County Department of Education
6515 Irvington Boulevard
Houston, TX 77022
(713) 692-6216

Dr. Shirley E. Rose, Superintendent
Harris County Department of Education
6300 Irvington Boulevard
Houston, TX 77022
(713) 692-6216

HOUSTON COMMUNITY COLLEGE
101-506 (Harris County)
Ms. Pearl W. Pigott
Coordinator for Literacy Instruction
Houston Community College
4200 Montrose, Suite 500
Houston, TX 77006
(713) 526-3600

Mr. Vicente Mier, Chair, Adult Secondary Education
(713) 630-7295

Dr. Charles A. Green, Chancellor
Houston Community College System
P. O. Box 7849
Houston, TX 77270-7849
(713) 868-0770

HOWARD COLLEGE
114-501 (Howard County)
Mr. Tommy Tune, Director
Adult Education
Howard College at Big Spring
1001 Birdwell Lane
Big Spring, TX 79720
(915) 264-5013

Dr. Cheri Sparks, President
Howard College at Big Spring
1001 Birdwell Lane
Big Spring, TX 79720
(915) 264-5000

KERRVILLE INDEPENDENT SCHOOL DISTRICT
133-903 (Kerr County)
Ms. Theresa Hoss, Director
Adult and Community Education
Kerrville Independent School District
1121 Second Street
Kerrville, TX 78028
(210) 257-2218

Dr. Allen R. Brown, Superintendent
Kerrville Independent School District
1009 Barnett Street
Kerrville, TX 78028
(210) 257-2201

KILGORE COLLEGE
092-501 (Gregg County)
Mr. Patrick Monaghan, Director
Administrative Services
Adult Education
Kilgore College-Longview Center
300 South High Street
Longview, TX 75601
(903) 753-2642

Dr. Joe M. Hendrix, Dean
Kilgore College
1100 Broadway
Kilgore, TX 75662
(903) 7,53-2642

LAREDO JUNIOR COLLEGE
240-501 (Webb County)
Mr. Arturo Tijerina, Director
Adult Education
Laredo Junior College
West End Washington Street
Laredo, TX 78040
(512) 721-5436

Dr. Roger Worsley, President
Laredo Junior College
West End Washington Street
Laredo, TX 78040
(512) 721-5101

LEWISVILLE INDEPENDENT SCHOOL DISTRICT
061-902 (Denton County)
Ms. Becky Stoughton, Director
Adult and Community Education
Lewisville Independent School District
P. O. Box 217
Lewisville, TX 75067
(214) 539-1551

Dr. Clayton W Downing, Superintendent
Lewisville Independent School District
P. O. Box 217
Lewisville, TX 75067
(214) 539-1551

McLENNAN COMMUNITY COLLEGE
161-502 (McLennan County)
Ms. Cherry Mills Boggess, Director
Adult Education
McLennan Community College
711 Washington Avenue
Waco, TX 76701
(817) 753-1044

Dr. Dennis Michaelis, President
McLennan Community College
1400 College Drive
Waco, TX 76708
(817) 756-6551

MIDLAND COLLEGE
165-501 (Midland County)
Ms. Cynthia Turland, Director
Adult Education
Midland College
3600 North Garfield
Midland, TX 79705
(915) 685-4567

Dr. David E. Daniel, President
Midland College
3600 North Garfield
Midland, TX 79705
(915) 684-7851

NAVARRO COLLEGE
175-501 (Navarro County)
Mr. Ben Aldama, Jr., Director
Adult Education
Navarro College
3200 West Seventh Avenue
Corsicana, TX 75110
(903) 874-6501, Ext. 205

Dr. Gerald R. Burson, President
Navarro College
3200 West Seventh Avenue
Corsicana, TX 75110
(903) 874-6501, Ext. 225

NORTH EAST INDEPENDENT SCHOOL DISTRICT
015-910 (Bexar County)
Ms. Arline Patterson, Director
Adult Education
North East Independent School District
2523 Bitters Road
San Antonio, TX 78217
(512) 657-8866

Dr. Richard Middleton, Superintendent
North East Independent School District
10333 Broadway
San Antonio, TX 78217
(512) 657-8600

NORTHEAST TEXAS COMMUNITY COLLEGE
225-501 (Titus County)
Dr. Judy Traylor, Director
Adult and Developmental Education
Northeast Texas Community College
P. O. Box 1307
Mount Pleasant, TX 75455

Mr. Mike Bruner, President
Northeast Texas Community College
P. O. Box 1307
Mount Pleasant, TX 75455
(903) 572-1911

NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE
101-507 (Harris County)
Ms. Julie Hyland, Program Coordinator
Continuing Education/Community Services
North Harris County College
2700 W. W. Thorne Drive
Houston, TX 77073
(713) 443-5604

Dr. John E. Pickelman, President
North Harris Montgomery Community College
250 Sam Houston Pkwy. East
Houston, TX 77060
(713) 591-3500

NORTHSIDE ISD
015-915 (Bexar County)
Dr. Martha Mead, Director
Adult Education
Northside Independent School District
6632 Bandera
San Antonio, TX 78238
(512) 520-7990

Mr. Jack C. Jordan, Superintendent
Northside Independent School District
5900 Evers Road
San Antonio, TX 78238
(512) 647-2100

ODESSA COLLEGE
068-501 (Ector County)
Mr. John Tucker, Director
Adult Education
Odessa College
P. O. Box 3752
Odessa, TX 79760
(915) 332-9477

Dr. Philip T. Speegle, President
Odessa College
P. O. Box 3752
Odessa, TX 79760
(915) 335-6410

PALESTINE INDEPENDENT SCHOOL DISTRICT
001-907 (Anderson County)
Mr. Joel Brickell, Director
Adult Education
Palestine Independent School District
P. O. Drawer 440
Palestine, TX 75801
(903) 729-1837
Mr. Jerry Mayo, Supervisor, Adult Education

Mr. Robert W. Caster, Superintendent
Palestine Independent School District
1600 South Loop 256
Palestine, TX 75801
(903) 731-8000

PARIS JUNIOR COLLEGE
139-501 (Lamar County)
Ms. Mary Hanson, Director
Adult Education
Paris Junior College
2400 Clarksville Street
Paris, TX 75460
(903) 785-7661

Mr. Bobby R. Walters, President
Paris Junior College
2400 Clarksville Street
Paris, TX 75460
(903) 785-7661

PORT ARTHUR INDEPENDENT SCHOOL DISTRICT
123-907 (Jefferson County)
Mr. Sylvester Pace, Director
Adult Education
Port Arthur Independent School District
P. O. Box 1388
Port Arthur, TX 77641
(409) 985-9347

Dr. Kenneth Greene, Superintendent
Port Arthur Independent School District
P. O. Box 1388
Port Arthur, TX 77641
(409) 989-6244

REGION I EDUCATION SERVICE CENTER
108-950 (Hidalgo County)
Mr. Noe Calvillo, Director
Adult Education
Region I Education Service Center
2500 Quince
McAllen, TX 78501
(512) 687-7871
McAllen Office: (512) 687-7871

Mr. Lauro Guerra, Executive Director
Region I Education Service Center
1900 West Schunior
Edinburg, TX 78539
(512) 383-5611

REGION III EDUCATION SERVICE CENTER
235-950 (Victoria County)
Mr. Jerald Jimerson
Coordinator for Adult Education
Region III Education Service Center
1905 Leary Lane
Victoria, TX 77901
(512) 573-0731

Dr. Julius Cano, Executive Director
Region III Education Service Center
1905 Leary Lane
Victoria, TX 77901
(512) 573-0731

REGION IV EDUCATION SERVICE CENTER
101-950 (Harris County)
Ms. Jane Potter, Director
Adult Education
Region IV Education Service Center
P. O. Box 863
Houston, TX 77001
(713) 744-6302

Dr. William L. McKinney, Executive Director
Region IV Education Service Center
P. O. Box 863
Houston, TX 77001
(713) 462-7708

REGION V EDUCATION SERVICE CENTER
181-950 (Jefferson County)
Mr. Dorwin Bowman, Director
Adult Education
Region V Education Service Center
2295 Delaware Street
Beaumont, TX 77703
(409) 835-5212
Ms. Brenda Schofield, Director
Jasper Independent School District
P. O. Box 1512
Jasper, TX 75951
(409) 384-6657

Dr. Robert E. Nicks, Executive Director
Region V Education Service Center
2295 Delaware Street
Beaumont, TX 77703
(409) 835-5212

REGION VI EDUCATION SERVICE CENTER
236-950 (Walker County)
Dr. Don Fairweather, Director
Adult Education
Region VI Education Service Center
3332 Montgomery Road
Huntsville, TX 77340
(409) 293-3735

Mr. Bobby Roberts, Executive Director
Region VI Education Service Center
3332 Montgomery Road
Huntsville, TX 77340
(409) 295-9161

REGION IX EDUCATION SERVICE CENTER
243-950 (Wichita County)
Ms. Georgia Brown, Director
of Instructional Services
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305
(817) 322-6928, Ext. 213

Dr. Jim 0. Rogers, Executive Director
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305
(817) 322-6928

REGION XVI EDUCATION SERVICE CENTER
188-950 (Potter County)
Mr. H. G. "Bud" Connally, Director
Special Projects
Region XVI Education Service Center
P. O. Box 30600
Amarillo, TX 79120
(806) 376-5521
Sharon Dial, Supervisor

Mr. James L. Holmes, Executive Director
Region XVI Education Service Center
P. O. Box 30600
Amarillo, TX 79120
(806) 376-5521

REGION XVII EDUCATION SERVICE CENTER
152-950 (Lubbock County)
Mr. Travis Brown, Director
Adult Education
Region XVII Education Service Center
1111 West Loop 289
Lubbock, TX 79416
(806) 793-4859
Ms. Freddye Harrell
(806) 766-1616
Mr. John R. Quinby
(806) 296-6392

Dr. Joe Neely, Executive Director
Region XVII Education Service Center
1111 West Loop 289
Lubbock, TX 79416
(806) 792-4000

REGION XX EDUCATION SERVICE CENTER
015-950 (Bexar County)
Mr. Silverio Cuellar, Director
Adult Education
Region XX Education Service Center
1314 Hines Avenue
San Antonio, TX 78208
(512) 299-2409

Dr. Judy Castleberry, Executive Director
Region XX Education Service Center
1314 Hines Avenue
San Antonio, TX 78208
(512) 299-2400

RUSK INDEPENDENT SCHOOL DISTRICT
037-907 (Cherokee County)
Mr. Bob McMakin, Director
Adult Education
Rusk Independent School District
203 East 7th Street
Rusk, TX 75785
(903) 683-5623

Mr. Tony E. Murray, Superintendent
Rusk Independent School District
203 East 7th Street
Rusk, TX 75785
(903) 683-5592

SAN ANGELO INDEPENDENT SCHOOL DISTRICT
226-903 (Tom Green County)
Ms. Charlotte Seitz, Director
Adult and Continuing Education
San Angelo Independent School District
c/o Edison Jr. High School
218 North Oakes
San Angelo, TX 76903
(915) 655-8450 or 658-6564

Mr. Bill G. Graves, Superintendent
San Angelo Independent School District
1621 University
San Angelo, TX 76904
(915) 942-6767

SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT
094-902 (Guadalupe County)
Ms. Maggie Cunningham, Director
Adult Education
Schertz-Cibolo-Universal City Independent School District
703 Curtiss
Schertz, TX 78154
(512) 658-5936

Dr. Byron Steele, Superintendent
Schertz-Cibolo-Universal City Independent School District
1060 Elbel Road
Schertz, TX 78154
(512) 658-3553

SHERMAN INDEPENDENT SCHOOL DISTRICT
091-906 (Grayson County)
Ms. Nana Rylander, Director
Adult Education
Sherman Independent School District
P. O. Box 1176
Sherman, TX 75090
(903) 892-9115

Dr. Michael McDougal, Superintendent
Sherman Independent School District
P. O. Box 1176
Sherman, TX 75091
(903) 892-9115

SOUTHWEST TEXAS JUNIOR COLLEGE
232-501 (Uvalde County)
Mr. Jose Calderon, Director
Adult Education
Southwest Texas Junior College
Garner Field Road
Uvalde, TX 78801
(210) 278-4401, Ext. 236

Mr. Billy Word, President
Southwest Texas Junior College
Garner Field Road
Uvalde, TX 78801
(210) 278-4401

SOUTHWEST TEXAS STATE UNIVERSITY
105-501 (Hays County)
Mr. John A. Wooley, Director
Adult Education
Southwest Texas State University
601 University Drive
San Marcos, TX 78666-4616
(512) 245-2438

Dr. Marion Tangum, Director
Research and Sponsored Projects
Ten County ACE Co-op
Southwest Texas State University
601 University Drive
San Marcos, TX 78666-4616
(512) 245-2438

SWEETWATER INDEPENDENT SCHOOL DISTRICT
177-902 (Nolan County)
Ms. Agnes Roberson, Director
Adult Education
Sweetwater Independent School District
301 West Arkansas
Sweetwater, TX 79556
(915) 235-8455

Mr. David Welch, Superintendent
Sweetwater Independent School District
207 Musgrove Street
Sweetwater, TX 79556
(915) 235-8601

TEXARKANA INDEPENDENT SCHOOL DISTRICT
019-907 (Bowie County)
Ms. Mary O'Farrell, Director
Adult Education
Texarkana Independent School District
3201 Lincoln Street
Texarkana, TX 75501
(903) 792-9341

Mr. Gary Collins, Superintendent
Texarkana Independent School District
4241 Summerhill Road
Texarkana, TX 75503
(903) 794-3651

TRINITY VALLEY COMMUNITY COLLEGE
107-501 (Henderson County)
Dr. Jan Huffstutler, Supervisor
Adult Education
Trinity Valley Community College
500 S. Prairieville
Athens, TX 75751
(903) 675-6385
Ms. Gayla Roberts, Director
Adult Education
(903) 675-6381
(903) 675-6330

Mr. Ronald C. Baugh, President
Trinity Valley Community College
500 S. Prairieville
Athens, TX 75751
(903) 675-6211

VALLEY VIEW INDEPENDENT SCHOOL DISTRICT
049-903 (Cooke County)
Ms. Dorothea Pasqua, Director
Adult Education
Valley View Independent School District
700 Frontage Road, Box 125
Valley View, TX 76272
(817) 726-3244

Mr. Steve Schneider, Superintendent
Valley View Independent School District
700 Frontage Road
Valley View, TX 76272
(817) 726-3522

WEATHERFORD INDEPENDENT SCHOOL DISTRICT
184-903 (Parker County)
Ms. Jane Westbrook, Director
Community Education
Weatherford Independent School District
P. O. Drawer N
Weatherford, TX 76086
(817) 598-2806

Mr. Joe M. Tison, Superintendent
Weatherford Independent School District
Drawer N
Weatherford, TX 76086
(817) 598-2808

WHARTON COUNTY JUNIOR COLLEGE
241-501 (Wharton County)
Dr. John E. Brooks, Director
Adult Education
Wharton County Junior College
911 Boling Highway
Wharton, TX 77488
(409) 532-6324

Dr. Elbert C. Hutchins, President
Wharton County Junior College
911 Boling Highway
Wharton, TX 77488
(409) 532-4560

YSLETA INDEPENDENT SCHOOL DISTRICT
071-905 (El Paso County)
Mr. Lorenzo Martinez, Supervisor
Adult Education
Ysleta Independent School District
9600 Sims Drive
El Paso, TX 79925
(915) 595-5573

Dr. Anthony J. Trujillo, Superintendent
Ysleta Independent School District
9600 Sims Drive
El Paso, TX 79925
(915) 595-5500
Phone:

Texas Department of Criminal Justice

Pardons and Paroles Division Office Locations

TEXAS DEPARTMENT OF CRIMINAL JUSTICE
PARDONS AND PAROLES DIVISION

DIRECTORY
OF
REGION AND DISTRICT PAROLE OFFICE EDUCATION COORDINATORS

Project COPE (Community Opportunity Programs in Education)

Agency Address: Texas Department of Criminal Justice
Pardons and Paroles Division
Program Services Section
P. O. Box 13401, Capitol Station
Austin, Texas 78711
512-406-5302, 5308
FAX 512-406-5366

Anthony Lyro
Program Administrator
Education (Project COPE) and Employment (Project RIO) Programs

Acronyms: P.S. - Parole Supervisor
U.S. - Unit Supervisor
D.P.O. - District Parole Officer

* Denotes PPD Region Education Coordinator

REGION I - Dallas - Michael D. Wolfe - Region Supervisor (214) 428-8338

LOCATION	EDUCATION COORDINATOR	POSITION	TELEPHONE#
Dallas I	Debbie Brown 1010 Cadiz, Suite 105 Dallas, TX 75215	U. S.	(214) 428-8338
Dallas II	Matthew Smith 1135 South Jupiter Road Garland, TX 75042	U. S.	(214) 272-9404
Dallas III	Dalton Domingue 8625 King George Rd., Bldg. Dallas, TX 75235	U. S.	(214) 630-4711
Dallas IV	* Cornelius Moore * Gayla Ellison-Smith 2505 S. Second Avenue Dallas, TX 75210	U. S. U. S.	(214) 426-6694
Dallas V	Ken Carter 219 Sunset Avenue, Ste. 102B Dallas, TX. 75208	U. S.	(214) 942-8881

REGION II - Houston - Veronica Ballard - Region Supervisor (713) 957-5700

LOCATION	EDUCATION COORDINATOR	POSITION	TELEPHONE #
Houston I	Janice Miller 4949 West 34th St., Ste. 115 Houston, TX 77092	U.S.	(713) 957-5700 (713) 956-1478
Houston II	Frank Tragni 3322 Richmond Avenue, 1st Floor Houston, TX 77098	U.S.	(713) 521-0820
Houston III	Regina Lee 3716 Reveille Street Houston, TX 77087	U.S.	(713) 644-0583
Houston IV	Judy Lipscomb 5400 N. Sam Houston Parkway-East Houston, TX 77032	U.S.	(713) 987-0001
Houston V	* Hazel Lundy * Charlene Barrett 2706 Cherrybrook Lane Pasadena, TX 77598	P.S. U.S.	(713) 941-2409
Houston VI	Carol Clarkston 3322 Richmond Avenue, 2nd Floor Houston TX 77098	U.S.	(713) 522-6034
Houston VII	Alford McCarley 2410 Hamilton Street Houston, TX 77004	U.S.	(713) 650-8429

REGION III - San Antonio - Jesus Zapata - Region Supervisor - (210) 225-2668

LOCATION	EDUCATION COORDINATOR	POSITION	TELEPHONE #
Corpus Christi	* Hector Garza * Jorge Fernandez 5233 IH-37 - Suite A6 Corpus Christi, TX 78408-2518	P.S. U.S.	(512) 888-5769
Del Rio	Leonard Rodriguez 903 East 12th Del Rio, TX 78842	Senior DPO	(210) 775-4516
Edinburg	Louis George 1316 East University Drive Edinburg, TX 78539	U.S.	(210) 380-1403
Harlingen	Patricia Esparza 232 Hanmore Street Harlingen, TX 78550	D.P.O.	(210) 428-0335
Laredo	Margie Miller 6020 McPherson Rd., Ste. 6 Laredo, TX 78041	D.P.O.	(210) 724-1933
San Antonio I	Raymond Sellers 321 Center Street, Ste. 2074 San Antonio, TX 78202	U.S.	(210) 225-2668
San Antonio II	James Robinson 2821 Guadalupe, Suite 106 San Antonio, TX 78207	U.S.	(210) 436-5885
Seguin	Roger Sturdivant 106 East Court Seguin, TX 78155	U.S.	(210) 372-4550
Victoria	Roy Kuester 2002-B Commerce Victoria, TX 77901	U.S.	(512) 578-6022

REGION IV - Midland - Pat Ivey - Region Supervisor - (915) 563-3222

LOCATION	EDUCATION COORDINATOR	POSITION	TELEPHONE #
Abilene	Matt Spears 221 Oak Street Abilene, TX 79603	U.S.	(915) 672-1495
Amarillo	Diane Harney 5809 South Western, Ste. 120 Amarillo, TX 79110	U.S.	(806) 355-9218
Big Spring	Paul Reed Sparenburg Building 309 South Main Big Spring, TX 79720	D.P.O.	(915) 263-8501
Brownfield	William Pool 308 W. Main P. O. Box 1232 Brownfield, TX 79316	D.P.O.	(806) 637-6346
El Paso	Ellison Beasley 5929 Brook Hollow Drive El Paso, TX 79925	U.S.	(915) 778-4233
Lubbock	Ron McGraw 409 50th Street Lubbock, TX 79404	U.S.	(806) 747-8282
Midland	* Joe Flores * Julio Gonzales P. O. Box 60656 202 Airport Plaza Midland, TX 79711	P.S. U.S.	(915) 563-3222
Monahans	Cecelia Mann 206 East Second Monahans, TX 79756	D.P.O.	(915) 943-7034
Odessa	Dawn Bohula-McLeod 3603 Andrews Hwy. Odessa, TX 79762	U.S.	(915) 550-0131
Plainview	Paul Sawayer Skaggs Bldg., 7th & Broadway Suite 215 Plainview, TX 79072	U.S.	(806) 293-5989

REGION V - Fort Worth - Pete Burden - Region Supervisor (817) 921-3537

LOCATION	EDUCATION COORDINATOR	POSITION	TELEPHONE #
Denton	Karen Chapman 225 West Hickory, Suite E Denton, TX 76201	U.S.	(817) 566-1116
Fort Worth I	Ernest Smartt 3628 McCart Street Fort Worth, TX 76110	U.S.	(817) 921-3537
Fort Worth II	* Royce Shults * Jack Magee 3045 South Riverside Fort Worth, TX 76119	P.S. U.S.	(817) 536-1440
Fort Worth III	Tami Fitzgerald 3916 N.E. 28th Street Fort Worth, TX 76111	U.S.	(817) 831-3404
McKinney	Glen Wolf 1601 North Waddill St., #102 McKinney, TX 75069	U.S.	(214) 562-6606
Mineral Wells	Roberta King P.O. Box 1345 999 Cross Post Road Fort Wolters Industrial Park Mineral Wells, TX 76067	U.S.	(817) 325-7811
Sherman	Steven Lockhart 100 North Travis, Ste. 300 Sherman, TX 75090	U.S.	(903) 868-2616
Wichita Falls	Joyce Meeks 3100 Seymour Hwy. #118 Wichita Falls, TX 76301	U.S.	(817) 322-2721

REGION VI - Angleton - Wynn Dixon - Region Supervisor (409) 849-2461

LOCATION	EDUCATION COORDINATOR	POSITION	TELEPHONE #
Angleton	* Janice Johnson * 1212 North Velasco - Ste. 103 Angleton, TX 77515	U.S.	(409) 849-2461
Bryan-College Station	Randy Clapp 1700 South Kyle, Suite 150 College Station, TX 77840	U.S.	(409) 693-4977
Conroe	Dennis Backen 310 East Davis Conroe, TX 77301	U.S.	(409) 756-0420
Galveston	Kelly Romar 905 Rosenberg Galveston, TX 77550	U.S.	(409) 765-9558
Huntsville	James Knierim 2730 Goodrich Huntsville, TX. 77340	Senior DPO	(409) 295-5217
Liberty	David Johnson 2720 N. Main Liberty, TX 77575	U.S.	(409) 336-8871
Rosenberg	Ruby Bradshaw Rasmus 2201 First Street - Ste. 7 Rosenberg, TX 77471	U.S.	(713) 232-0334

REGION VII - Tyler - H. B. Skelton - Region Supervisor - (817) 776-6536

LOCATION	EDUCATION COORDINATOR	POSITION	TELEPHONE #
Athens	Marilyn Barber 807B North Palestine Athens, TX 75751	D.P.O.	(903) 675-6722
Beaumont	Johnnie Stewart III 1495 North 7th - Ste. 5 Beaumont, TX 77702	U.S.	(409) 835-9981
Greenville	Brent Gibson 2824 Terrell Road - Ste. 101 P. O. Box 1671 Greenville, TX 75403-1671	U.S.	(903) 455-6757
Longview	Sheri Poole 618 North High - Ste. 6B Longview, TX 75601	U.S.	(903) 758-0282
Marshall	Michael Goolsby 505 East Travis Street Suite 104 Marshall, TX 75670	U.S.	(903) 938-1277
Mount Pleasant	Jim Durrum 206 South Van Buren Mount Pleasant, TX 75455	Senior DPO	(903) 572-1679
Nacogdoches	Louis Sloat 206 West Pillar Nacogdoches, TX 75961	U.S.	(409) 569-6234
Orange	Willie Haley 851 Dal Sasso Drive Orange, TX 77630	U.S.	(409) 883-8953
Paris	Gary Smallwood 2673 North Main - Ste. F Paris, TX 75460	Senior DPO	(903) 785-4492
Port Arthur	Diane Lindstrom 3880 Gulfway Drive Port Arthur, TX 77642	U.S.	(409) 982-0063
Texarkana	Charles Anderson Town North Office Ctr. Bldg. 2601 Texas Blvd., Ste. 100 P. O. Box 5306 Texarkana, TX 75501	U.S.	(903) 793-8621
Tyler	* Billy Linson * Jerry Parker 3915 Market Street Tyler, TX 75701	P.S U.S.	(903) 581-8311

REGION VIII - Waco - H. B. Skelton - Region Supervisor (817) 776-6536

LOCATION	EDUCATION COORDINATOR	POSITION	TELEPHONE #
Austin - South	Doug Uptain 1524 South IH 35 Petroleum Building Austin, TX 78704	U.S.	(512) 440-8183
Austin - North	Marshall Pegues 1616 Headway Circle Austin, TX 78754	U.S.	(512) 339-9142
Brownwood	Rex Clark 301 Main Street Brownwood, TX 76801	D.P.O.	(915) 646-0588
Georgetown	Jim McLendon 40120 Industrial Park Circle- Unit C Georgetown, TX 78626	U.S.	(512) 863-0756
San Angelo	Doug Barding 232 West Beauregard, #114 San Angelo, TX 76903	U.S.	(915) 655-3834
Temple	Robert Jackson 5100 Midway Drive - Suite 200 Temple, TX 76502	U.S.	(817) 773-6036
Waco	* Don Pollard * Jim Miller 1005 Wooded Acres P. O. Box 7067 Waco, TX 76714-7067	P.S. U.S.	(817) 776-6536
Waxahachie	Jacque Fennell 200 North Monroe - Suite K P. O. Box 67 Waxahachie, TX 75165	U.S.	(214) 937-2697

TDCJ-PARDONS AND PAROLES DIVISION
Project COPE - Community Opportunity Programs in Education
REFERRAL AND ENROLLMENT FORM

PRINT ALL INFORMATION DATE: _____

1. NAME UNDER SUPERVISION: _____ TDCJ-ID or PIA# _____

   TRUE NAME: _____ SSN: _____ DATE OF BIRTH: _____
   True name, SSN and DOB obtained from the releasee.

2. ADDRESS: _____
   TELEPHONE#: _____ ALTERNATE TELEPHONE# _____

3. INSTANT OFFENSE(S): _____

4. EDUCATIONAL HISTORY: 0-5, 6-8, 9-11, H.S. Diploma
   (circle last grade range completed, as reported by the releasee)

5. Educational Achievement Score (EA) prior to release on parole: _____
6. SPECIAL CONDITION OF PAROLE IN EFFECT FOR COMPLETION OF AN ADULT BASIC EDUCATION OR GED PROGRAM: circle yes / no, and if yes, circle — ABE or GED.

7. PAROLE OFFICER (print): _____ # _____ OFFICE: _____
   OFFICE DUTY DAY: _____ TELEPHONE # _____ BEST TIME TO CALL _____

8. STUDENT INSTRUCTED TO REPORT TO - EDUCATION SITE & ADDRESS: _____
   _____ TELEPHONE#: _____ DATE: _____ TIME: _____

9. Student gives permission to the Education Provider to release information to the TDCJ-PPD regarding educational attendance, progress or any other information related to educational participation.

   Student's Signature: _____ Date: _____

   PPD Dist: DPO Case file DPO Education Coordinator - 2 copies (1 to Provider)
   Releasee

---------- **FOLLOWING INFORMATION COMPLETED BY THE EDUCATION PROVIDER** ----------

When completed, forward 1 copy to the Parole Office Education Coordinator for the Parole Office named above. Forward according to locally established procedures. If a copy machine is not available, cut off this portion on the above dotted line.

1. STUDENT NAME (print): _____ TDCJ-ID or PIA#: _____

2. PAROLE OFFICER: _____ OFFICE: _____

3. STUDENT REPORTED (Date) _____ ENROLLED (yes/no): _____ Date: _____
   If no, reason for rejection: _____
4. IF TESTED, CURRENT EDUCATIONAL ACHIEVEMENT SCORE: _____
5. TYPE OF PROGRAM ENROLLED IN (i.e., ABE, Living Skills, GED, etc.), please list:
   _____
6. PROPOSED ATTENDANCE SCHEDULE: _____
7. STUDENT PLACED ON WAITING LIST (yes/no) _____ Anticipated enrollment date: _____

8. INSTRUCTOR/STAFF: _____ TELEPHONE# _____ DATE: _____
   Education Provider Distribution: DPO Education Coordinator (1); File

NUMBER: PSV - 86

TITLE: TDCJ-PARDONS AND PAROLES DIVISION
Project COPE-Community Opportunity Programs in Education
Referral and Enrollment Form

DATE: September 1, 1993

PAGE: 1 of 4

SUPERSEDES: None

PURPOSE:

This form is used by Parole Officers to refer releasees with educational deficiencies to Adult Education Providers. The form provides basic information about the releasee, identifies the Supervising Parole Officer and office, gives instructions to the releasee and provides for a release of information from the Education Provider.

Also, this form gives the Education Provider a method of returning enrollment information to the Supervising Parole Officer (through the District Parole Office Education Coordinator).

Referrals will be made to education sites, which have been identified by the District Parole Office Education Coordinator and Education Provider as the most appropriate sites for services to releasees. The District Parole Office Education Coordinator arranges these services and must receive a copy of all "Referral and Enrollment Forms" for coordination and monthly statistical reports.

COMPLETED BY:

The top portion (#1 through #9) is completed by the referring Parole Officer. As a courtesy to the Education Instructor/staff member, the referring Parole Officer should also complete items #1 and #2 of the bottom portion (enrollment information).

The bottom portion (#3 through #8) is completed by the Education Instructor or a staff member of the Education Provider.

DISTRIBUTION:

1. At the time of referral: 1 copy to DPO Case File; 1 copy to releasee; and 2 copies to the District Parole Office Education Coordinator (1 copy is for the Coordinator's monthly file of referrals and 1 copy will be forwarded to the Education Provider through locally arranged procedures by the Coordinator).

2. After the releasee reports to the education site and after processing: 1 copy is returned to the District Parole Office Education Coordinator for routing to the Supervising Parole Officer (the Coordinator will make a copy for a monthly file of enrollments); the Education Provider may make a copy for their file.

NUMBER: PSV - 86

TITLE: TDCJ-PARDONS AND PAROLES DIVISION
Project COPE-Community Opportunity Programs in Education
Referral and Enrollment Form

PAGE: 2 of 4

If the education site does not have access to a copying machine, the bottom portion can be cut on the dotted line and forwarded to the District Parole Office Education Coordinator.

AVAILABILITY: Request through PPD Supply and/or may be reproduced locally.

DEFINITIONS/ACRONYMS:

TDCJ-ID # .. Texas Department of Criminal Justice-Institutional Division number assigned to all offenders received at the state prison system.

PIA # ..... Parole In Absentia number assigned to all offenders by the TDCJ-Pardons and Paroles Division upon their release from a County Jail on Parole or Mandatory Supervision.

SSN ..... Social Security Number.

ABE ..... Adult Basic Education. Grades 1 - 8.

GED ..... General Educational Development. Secondary education program, grades 9 - 12, most people attend to obtain a General Educational Development Certificate.

DPO ..... District Parole Office.

Education Provider - Any person authorized to act for the entity that provides the education services.

COMPLETION INSTRUCTIONS:

The information required on this form may be handwritten (print).

DATE: The date the form was completed and given to the releasee.

1. NAME UNDER SUPERVISION and TDCJ-ID or PIA#: The releasee's name and number as it appears on the Parole/Mandatory Supervision Certificate.

   TRUE NAME, SSN and DOB as reported by the releasee. Note: If the releasee does not know this information or is unsure, review his personal data information contained in the TDCJ-ID Admission Summary/Case Summary and Department of Public Safety Record Sheet. Verify the information with the releasee and enter.

2. ADDRESS and TELEPHONE #'s as reported by the releasee.

NUMBER: PSV - 86

TITLE: TDCJ-PARDONS AND PAROLES DIVISION
Project COPE-Community Opportunity Programs in Education
Referral and Enrollment Form

PAGE: 3 of 4

3. **INSTANT OFFENSE(S):** Obtain from the District Parole Office File.

4. **EDUCATIONAL HISTORY:** (circle last grade range completed, as reported by the releasee) - obtain from the releasee and circle the appropriate range on the form.

5. **EDUCATIONAL ACHIEVEMENT SCORE (EA) PRIOR TO RELEASE ON PAROLE:** Releasees with a TDCJ-ID #, obtain the EA Score from the PPD Computer Terminal on the TDCJ-ID Data Base, Inmate Education and Incarceration Record (EDIC) Screen. Reference the "Parole Supervision Procedural Manual" (Administrative Memoranda format), Chapter 12, Section 1 for more detailed instructions regarding accessing the educational data on the computer.

   Do not obtain the EA Score from the TDCJ-ID Admission Summary/Case Summary because the listed score was obtained when the releasee was in the diagnostic process. In most cases, this score no longer indicates the releasee's educational level.

   PIA releasees - A current EA Score will not be readily available. Contact the County Jail's Education Provider for a EA Score, if the releasee attended an education program during confinement.

   If the EA Score cannot be located, mark unknown. Make the referral and the releasee will be tested.

6. **SPECIAL CONDITION OF PAROLE IN EFFECT FOR COMPLETION OF AN ADULT BASIC EDUCATION OR GED PROGRAM:** Obtain this information from the Parole/Mandatory Supervision Certificate or District Parole Office File, then circle the appropriate response.

7. **PAROLE OFFICER, PAROLE OFFICER #, OFFICE, OFFICE DUTY DAY, TELEPHONE # AND BEST TIME TO CALL:** Self-explanatory.

8. **STUDENT INSTRUCTED TO REPORT TO - EDUCATION SITE & ADDRESS, TELEPHONE #, DATE AND TIME:** These are the Parole Officer's instructions to the releasee, which should be obtained from the listing of Class Sites and Class Schedules published by the Education Provider and District Parole Office Education Coordinator.

9. **RELEASE OF INFORMATION STATEMENT** - self-explanatory.

** As a courtesy to the Education Provider, please complete #l and #2 in the enrollment section

(BOTTOM PORTION) of this form.

NUMBER: PSV - 86
TITLE: TDCJ-PARDONS AND PAROLES DIVISION
Project COPE-Community Opportunity Programs in Education
Referral and Enrollment Form
PAGE: 4 of 4

The following will be completed by the Education Provider. A copy will be forwarded to the District Parole Office Education Coordinator for the Parole Office named in #7 above. The District Parole Office Education Coordinator will keep a copy for their record and forward a copy to the Supervising Parole Officer for documenting the results of the referral.

1. **STUDENT NAME and TDCJ-ID/PIA#**: Obtain from #I above.

2. **PAROLE OFFICER and OFFICE:** Obtain from #7 above.

3. **STUDENT REPORTED (Date), ENROLLED and DATE:** Self-explanatory.

   IF NO (not enrolled), REASON FOR REJECTION: Enter a short statement. If the releasee was not enrolled due to space limitations, complete #7.

4. **IF TESTED, CURRENT EDUCATIONAL ACHIEVEMENT SCORE:** Self-explanatory.

5. **TYPE OF PROGRAM ENROLLED IN:** There are several types of Adult Education programs, such as Adult Basic Education (ABE), Literacy, GED, English as a Second Language (ESL), Life/ Survival Skills, Cognitive Thinking Skills, Family Literacy, Workplace Literacy, Citizenship, etc. Please list the program the releasee has been enrolled in.

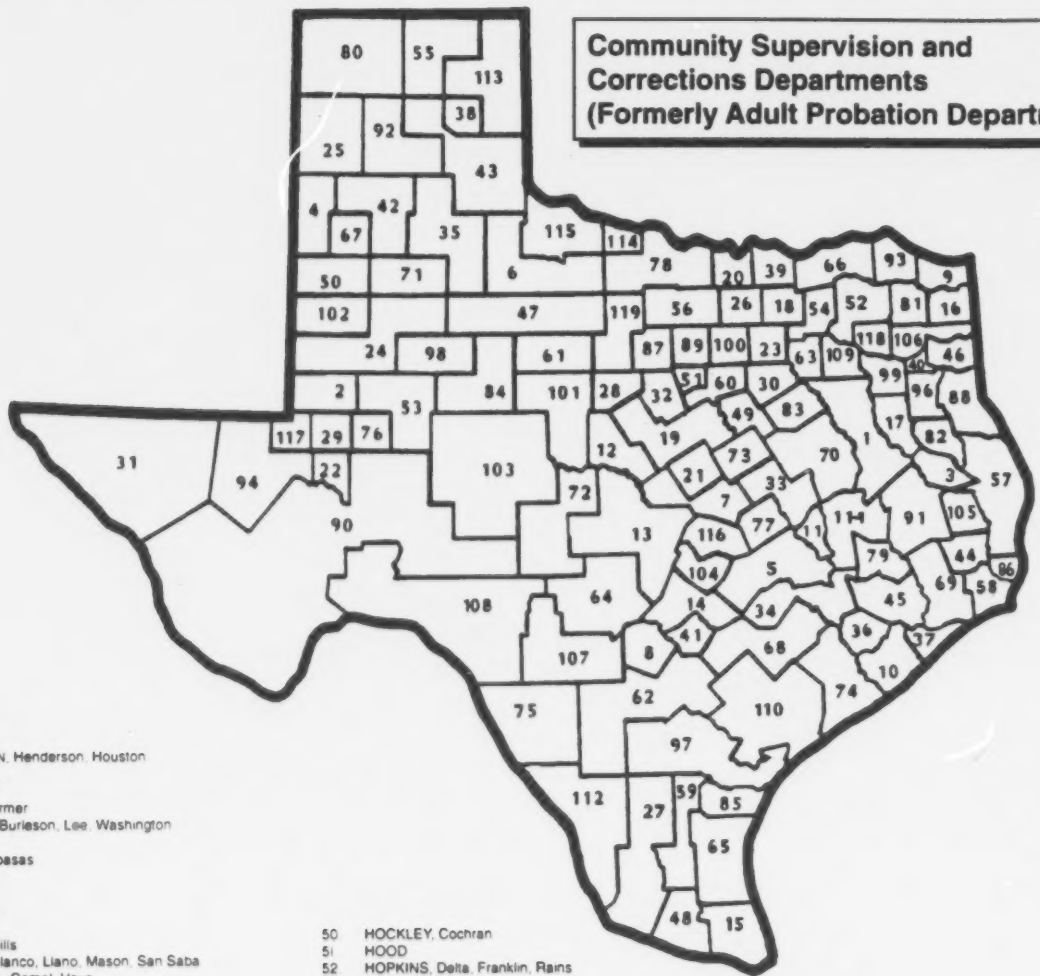
6. **PROPOSED ATTENDANCE SCHEDULE:** Even though some programs are open entry and open exit, enter the education site name and proposed day(s) of the week and time the releasee should attend classes. The Instructor can change this schedule at any time.

7. **STUDENT PLACED ON A WAITING LIST and ANTICIPATED ENROLLMENT DATE:** Make an entry here when the releasee requests enrollment and is acceptable, but, the classes at this education site or alternative sites are full. This information is necessary in order for the Parole Officer to document the releasee's compliance with instructions. This information is also neccessary to determine future capacity requirements.

8. **INSTRUCTOR, TELEPHONE# and DATE:** Self-explanatory.

* The Education Provider should keep a copy of this form for their records.

Community Supervision and Corrections Departments (Formerly Adult Probation Departments)



1. ANDERSON, Henderson, Houston
2. ANDREWS
3. ANGELINA
4. BAILEY, Parmer
5. BASTROP, Burleson, Lee, Washington
6. BEXAR
7. BELL, Lampasas
8. BRAZORIA
9. BOWE
10. BRAZORIA
11. BRAZOS
12. BROWN, Mills
13. BURNET, Blanco, Llano, Mason, San Saba
14. CALDWELL, Comal, Hays
15. CAMERON, Willacy
16. CASS
17. CHEROKEE
18. COLLIN
19. COMANCHE Bosque, Hamilton
20. COOKE
21. CORYELL
22. CRANE
23. DALLAS
24. DAWSON Gaines, Garza, Lynn
25. DEAF SMITH, Oldham
26. DENTON
27. DUVAL, Jim Hogg, Starr
28. EASTLAND
29. ECTOR
30. ELLIS
31. EL PASO, Culberson, Hudspeth
32. ERATH
33. FALLS, Robertson
34. FAYETTE, Austin, Waller
35. FLOYD, Briscoe, Dickens, Motley
36. FORT BEND
37. GALVESTON
38. GRAY
39. GRAYSON
40. GREGG
41. GUADALUPE
42. HALE, Castro, Swisher
43. HALL, Carson, Childress, Collingsworth, Donley
44. HARDIN
45. HARRIS
46. HARRISON
47. HASKELL, Kent, Stonewall, Throckmorton
48. HIDALGE
49. HILL
50. HOCKLEY, Cochran
51. HOOD
52. HOPKINS, Delta, Franklin, Rains
53. HOWARD, Glasscock, Martin
54. HUNT
55. HUTCHINSON, Hansford, Ochiltree
56. JACK, Wise
57. JASPER, Newton, Sabine, San Augustine
58. JEFFERSON
59. JIM WELLS, Brooks
60. JOHNSON, Somervell
61. JONES, Shackleford
62. KARNES, Atascosa, Frio, LaSalle, Wilson
63. KAUFMAN
64. KERR, Bandera, Gillespie, Kendall
65. KLEBERG, Kenedy
66. LAMAR, Fannin
67. LAMB
68. LAVACA, Colorado, Gonzales
69. LIBERTY, Chambers
70. LIMESTONE, Freestone, Leon
71. LUBBOCK, Crosby
72. McCULLOCH, Kimble, Menard
73. McLENNAN
74. MATAGORDA, Wharton
75. MAVRICK, Dimmit, Zavala
76. MIDLAND
77. MILAM
78. MONTAGUE, Archer, Clay
79. MONTGOMERY
80. MOORE, Dallam, Hartley, Sherman
81. MORRIS, Camp, Titus
82. NACOGDOCHES
83. NAVARRO
84. NOLAN, Fisher, Mitchell
85. NUECES
86. ORANGE
87. PALO PINTO
89. PARKER
90. PECOS, Brewster, Crockett, Jeff Davis, Presidio, Reagan, Sutton, Upton
91. POLK, San Jacinto, Trinity
92. POTTER, Armstrong, Randall
93. RED RIVER
94. REEVES, Loving, Ward
95. ROCKWALL
96. RUSK
97. SAN PATRICIO, Aransas, Bee, Live Oak, McMullen
98. SCURRY, Borden
99. SMITH
100. TARRANT
101. TAYLOR Callahan, Coleman
102. TERRY, Yoakum
103. TOM GREEN, Cole, Concho, Irion, Runnels, Schleicher, Sterling
104. TRAVIS
105. TYLER
106. UPSHUR, Marion
107. UVALDE, Medina, Real
108. VAL VERDE, Edwards, Kinney, Terrell
109. VAN ZANDT
110. VICTORIA, Calhoun, DeWitt, Goliad, Jackson, Refugio
111. WALKER, Grimes, Madison
112. WEBB, Zapata
113. WHEELER, Hemphill, Libscomb, Roberts
114. WICHITA
115. WILBARGER, Foard, Hardeman
116. WILLIAMSON
117. WINKLER
118. WOOD
119. YOUNG, Stephens

BEST COPY AVAILABLE

TEXAS DEPARTMENT OF CRIMINAL JUSTICE

COMMUNITY JUSTICE ASSISTANCE DIVISION

Dimitria D. Pope
Division Director

COMMUNITY SUPERVISION AND CORRECTIONS DEPARTMENTS AND ADULT EDUCATION OFFICERS

Community Supervision and Corrections Departments (CSCD's - formerly called Adult Probation Departments) and Education Officer(s) are listed below. The education contact telephone number is the same as the CSCD, unless otherwise indicated. If no education contact person is indicated, please contact the CSCD Chief/CSCD director.

Mr. Roy Drewett
Chief, Anderson County CSCD
P.O. Box 697
Palestine, Texas 75801
(903) 723-7464

Education Contact: Dub Davis (409)544-8633; Bob Liles (903) 675-6123

Mr. Malcolm Garrett
Chief, Andrews County CSCD
Room 4, Courthouse Basement
Andrews, Texas 79714
(915) 524-1416

Education Contact: Bob Zap.

Mr. Jimmy Squyres
Chief, Angelina County CSCD
P. O. Box 908
Lufkin, Texas 75901
(409) 634-3976

Education Contact: Karen Bowser.

Mr. M.C. Street
Chief, Bailev County CSCD
300 South First
Muleshoe, Texas 79347
(806) 272-5147

Education Contact: Joy Williams.

Mr. Robert Sherrill
Director, Bastrop County CSCD
P.O. Box 326
Giddings, Texas 78942
(512) 321-6478

Education Contact: Virginia Gibbons (512) 321-5223.

Mr. Dale Rush
Chief, Baylor County CSCD
P.O. Box 806
Seymour, Texas 76380
(817) 888-3778

Education Contact: Roberta Wells.

Mr. Allison Joyce
Director, Bell County CSCD
P.O. Box 294
Belton, Texas 76513
(817) 933-5335

Education Contact: Carolyn Aragon.

Mr. Caesar Garcia
Chief, Bexar County CSCD
601 Dolorosa
San Antonio, Texas 78207
(210) 554-7200

Education Contact: Don Davis (210) 554-8439.

Mr. Harold McGee
Chief, Bowie County CSCD
Bi-State Justice Bldg. 100 N. State Line
Texarkana, Texas 75501
(903) 798-3052

Education Contact: Gary Morgan and Carl Teel.

Dr. Lawrence Jablecki
Director, Brazoria County CSCD
P.O. Box 1300
Angleton, Texas 77516- 1300
(409) 849-57 I I

Eduction Contact: Leslie Mills Garcia.

Ms. Arlene Crozier
Director, Brazos County CSCD
P.O. Box 2015
Bryan, Texas 77806
(409) 361-4410

Education Contact: Vince Duchmasclo.

Mr. James Williams
Chief, Brown County CSCD
Brown County Courthouse
Brownwood, Texas 76801
(915) 646-6475

Education Contact: Lauren Davidson.

Mr. Jack Redford
Chief, Burnet County CSCD
220 South Pierce Street
Burnet, Texas 78611
(512) 756-5485

Education Contact: Michael Jones.

Mr. Leo Rizzuto, Jr.
Chief, Caldwell County CSCD
100 E. Market Street, Room 200
Lockhart, Texas 78644-2747
(512) 398-4431

Education Contact: District Resource Center in Lockhart: Buzz Sawyer and Henry Gutierrez (512) 398-7151, 401 E. Market, Lockhart, TX 78644-2747. Marvel Mattox is the contact at the Adult Education at the Hays Co. site in San Marcos - (512) 353 8923, 302 W. San Antonio St., San Marcos 78666.

Mr. Richard Santellana
Director, Cameron County CSCD
974 E. Harrison, 1st Floor
Brownsville, Texas 78520
(210) 544-0832

Education Contact: Ramiro Canales (210) 425-5315.

Mr. John Goza, Jr.
Chief, Cass County CSCD
Cass County Courthouse
P.O. Box 241
Linden, Texas 75563
(903) 756-7517

Mr. Carl Phillips
Chief, Cherokee County CSCD
P.O. Box 259
Rusk, Texas 75785
(903) 683-6540

Education Contact: Ken Ratliff.

Mr. Glen Johnstone
Director, Collin County CSCD
210 S. McDonald, Suite 226
McKinney, Texas 75069
(214) 548-4237

Education Contact: Christine Mills - (214) 881-3136.

Ms. Brenda Marshall
Chief, Comanche County CSCD
P.O. Box 108, County Courthouse
Comanche, Texas 76442
(915) 356-2181

Ms. Sandra Russell
Chief, Cooke County CSCD
P. O. Box 882
Gainesville, Texas 76240
(817) 668-6598

Mr. Jimmy Thompson
Chief, Coryell County CSCD
P.O. Box 761
Gatesville, Texas 76528
(817) 865-7294

Education Contact: Jaydie Dixon.

Mr. John Farmer
Chief, Crane County CSCD
P.O. Box 412
Crane, Texas 79731
(915) 558-3471

Mr. Ron Goethals
Director, Dallas County CSCD
133 N. Industrial
Frank Crowley Building, 9th Floor
Dallas, Texas 75207
(214) 653-5300

Education Contact: Carla Jefferson (214) 428-1781 at the Day Reporting Center; also, Mel Morris (214) 320-9731.

Mr. Wilbur Ray
Chief, Dawson County CSCD
Dawson County Courthouse
P.O. Box 1268
Lamesa, Texas 79331
(806) 872-5033

Mr. Larry Shetfield
Chief, Deaf Smith County CSCD
Room 204, County Courthouse
Hereford, Texas 79045
(806) 364-3792

Education Contact: Kirk Spain.

Mr. Mitchell Liles
Director, Denton County CSCD
P.O. Box 1309
Denton, Texas 76202
(817) 898-5810

Education Contact: Gary Truitt.

Mr. Rodolfo Pena
Chief, Duval County CSCD
P.O. Drawer 369
San Diego, Texas 78384
(512) 279-3161

Mr. Randall Logan
Chief, Eastland County CSCD
P.O. Box 891, Courthouse 3rd Floor
Eastland, Texas 76448
(817) 629-2629

Mr. Michael Neeley
Chief, Ector County CSCD
300 N. Grant, Room 109
Odessa, Texas 79761
(915) 335-3135

Mr. Alfred Mims, Jr.
Chief, Ellis County CSCD
201 E. Jefferson
Waxahachie, Texas 75165
(214) 937-1030

Education Contact: Russell Bonner.

Mr. Steve Enders
Director, El Paso County CSCD
officially called West Texas CSCD
800 East Overland, Suite 100
El Paso, Texas 79901
(915) 546-8120

Education Contact: Director of Supervision Services, Juan M. Rodriguez (same #); or
Education Center Director: Reyes Torres (915) 778-0365.

Mr. Bobby Stidham
Chief, Erath County CSCD
County Courthouse Annex, Room 102
Stephenville, Texas 76401
(817) 965-1487

Education Contact: Debra Riley.

Ms. Betty Cohn
Chief, Falls County CSCD
P.O. Box 566
Marlin, Texas 76661
(817) 883-5452

Mr. John Pratka
Chief, Fayette County CSCD
Fayette County Courthouse, Room 107
LaGrange, Texas 78945
(409) 968-3814

Education Contact: Michael Mach.

Mr. Nathan Mulder
Director, Floyd County CSCD
Room 114 A, 1st Floor Courthouse
Floydada, Texas 79235
(806) 983-2947

Ms. Deanne Rogers
Chief, Fort Bend County CSCD
P.O. Box 666
Richmond, Texas 77469
(713) 342-2761

Education Contact: Manuela Tobias.

Mr. Foster Spurlock
Director, Galveston County CSCD
123 Rosenburg, Suite 4040
Galveston, Texas 77550
(409) 766-2425

Education Contact: Temple Paysse - (409) 766-2589

Ms. Jeane Roper
Chief, Gray County CSCD
P.O. Box 1116
Pampa, Texas 79065
(806) 669-8037

Education Contact: Linda Holt.

Mr. Denis Cowhig
Chief, Grayson County CSCD
Ground Floor, Courthouse
Sherman, Texas 75090
(903) 868-9515

Education Contact: Pat Rich.

Mr. John Quinn Tillery
Director, Gregg County CSCD
P.O. Box 3226
Longview, Texas 75606
(903) 758-6181

Mr. Elvin Kelley
Chief, Guadalupe County CSCD
209 E. Center Street, Suite I
Seguin, Texas 78155
(512) 379-7270

Education Contact: Cathy Fennel.

Ms. Donna Barton
Chief, Hale County CSCD
519-B Broadway
Plainview, Texas 79072
(806) 293-0648

Education Contact: Jerald Seright.

Mr. William D. Wright
Chief, Hall County CSCD
P.O. Box 666
Memphis, Texas 79245
(806) 259-3388

Mr. William Dinkle
Chief, Hardin County CSCD
P.O. Box 237
Kountze, Texas 77625
(409) 246-5170

Education Contact: Pat Sullivan.

Mr. Larance Coleman
Director, Harris County CSCD
49 San Jacinto
Houston, Texas 77002
(713) 229-2301

Education Contact: Pandy Jones Hardaway, Director, and Gwenn Lott. (713) 755-2566.

Mr. Joe Moore
Director, Harrison County CSCD
3rd Floor, County Courthouse
Marshall, Texas 75670
(903) 935-4825

Mr. Don Kretschmer
Chief, Haskell County CSCD
County Courthouse, Ist Floor
Haskell, Texas 79521
(817) 864-8910

Mr. Joe Lopez
Director, Hidalgo County CSCD
P.O. Box 970
Edinburg, Texas 78540
(210) 318-2880

Education Contact: Irma Limas.

Ms. Kathryn Walker
Chief, Hill County CSCD
Box 771
Hillsboro, Texas 76645
(817) 582-2881

Mr. Bill Coleman
Chief, Hockley County CSCD
1212 Houston, Box 3
Levelland, Texas 79336
(806) 894-9621

Education Contact: Cindy Cherry.

Mr. Jim Roberts
Chief, Hood County CSCD
201 W. Bridge
Granbury, Texas 76048
(817) 579-3260

Mr. Mark Miller
Chief, Hopkins County CSCD
P.O. Box 663
Sulphur Springs, Texas 75483
(903) 885-7851

Mr. Frank Martinez
Chief, Howard County CSCD
P.O. Box 1684
Big Spring, Texas 79721
(915) 264-2245

Mr. Lou Luckhardt
Chief, Hunt County CSCD
P.O. Box 1097
Greenville, Texas 75401
(903) 455-9563

Mr. Richard Snow
Chief, Hutchinson County CSCD
P.O. Box 3370
Borger, Texas 79008
(806) 273-7553

Education Contact: Barbara Perdue.

Mr. John Owen
Chief, Jack County CSCD
Jack County Courthouse
Jacksboro, Texas 76458
(817) 567~336

Education Contact: Peggy Lewis. (817) 627-3894.

Mr. Richard Drake
Chief, Jasper County CSCD
Courthouse Annex, Floor 3
Jasper, Texas 75951
(409) 384 4618

Mr. Montie Morgan
Chief, Jefferson County CSCD
1225 Pearl
Beaumont, Texas 77701
(409) 835-8512

Education Contact: Theresa Heiman, Earlene Festervan, Mary Moulthery.

Mr. Lorenzo Moncevais III
Chief, Jim Wells County CSCD
610 E. 2nd
Alice, Texas 78332
(512) 664-9199
Education Contact: Esmeralda Lozano.

Mr. Rodney Williams
Chief, Johnson County CSCD
102 S. Main
Cleburne, Texas 76031
(817) 641~991

Mr. David Damiano
Chief, Jones County CSCD
P.O. Box 349
Anson, Texas 79501
(915) 823-2417

Mr. George Garcia
Chief, Karnes County CSCD
Karnes County Courthouse
Karnes City, Texas 78118
(210) 780-3394

Education Contact: Mario Bezan.

Mr. James Crouch
Chief, Kaufman County CSCD
408 E. College
Terrell, Texas 75160
(214) 563-3890

Education Contact: Bill Beauford.

Mr. Howard Hollimon
Chief, Kerr County CSCD
1404 Sidney Baker Street
Kerrville, Texas 78028
(210) 896-2233

Mr. Noel Pena, Jr.
Chief, Kleberg County CSCD
P.O. Box 1191
Kingsville, Texas 78364
(512) 595-8558

Education Contact: George Garcia.

Mr. Dan Bono
Chief, Lamar County CSCD
165 Southeast 6th Street
Paris, Texas 75460
(903) 737-2435

Mr. Bob Hughes
Chief, Lamb County CSCD
Lamb County Courthouse, B01
Littlefield, Texas 79339
(806) 385-3473

Ms. Linda Smith
Chief, Lavaca County CSCD
P.O. Box 330
Hallettsville, Texas 77964
(512) 798-4353

Education Contact: Domingo Villarreal.

Mr. Steve Swan
Chief, Liberty County CSCD
P.O. Box 1439
Liberty, Texas 77575
(409) 336-4553

Mr. Jean Paul Francis, II
Chief, Limestone County CSCD
200 W. State Street
Groesbeck, Texas 76642
(817) 729-3200

Mr. Arnold Eady
Director, Lubbock County CSCD
701 Main Street
Lubbock, Texas 79401
(806) 767-1200

Education Contact: Lloyd Watts, Sue Roe (806) 763-1030.

Ms. Lisa Murchison
Chief, McCulloch County CSCD
116 W. Main
Brady, Texas 76825
(915) 597-3416

Education Contact: Pat Kidd (915) 446-2059.

Mr. Robert Thomas
Director, McLennan County CSCD
214 N. 4th Street
Waco, Texas 76703
(817) 757-5070

Education Contact: Louise Burney.

Mr. George Washington
Chief, Matagorda County CSCD
P.O. Box 2279
Bay City, Texas 77404
(409) 245-6512

Education Contact: Michael Brodsgaard.

Mr. Marcial Reyes, Jr.
Chief, Maverick County CSCD
P.O. Box 448
Eagle Pass, Texas 78852
(210) 773-6100

Mr. G.W. Thompson
Chief, Midland County CSCD
P.O. Box 3038
Midland, Texas 79702
(915) 688-1166

Mr. William Lund
Chief, Milam County CSCD
P.O. Drawer 1260
Cameron, Texas 76520
(817) 697-6538

Mr. William Minor
Chief, Montague County CSCD
P.O. Box 25
Montague, Texas 76251
(817) 894-2222

Dr. Melvin Brown
Director, Montgomery County CSCD
P.O. Box 3216
Conroe, Texas 77305
(409) 760-6995

Education Contact: Sandy James; Sandy Pool.

Mr. Bob Rivenburg
Chief, Moore County CSCD
810 S. Duman Ave. #416
Dumas, Texas 79029
(806) 935-6945

Mr. Charles Price
Chief, Morris County CSCD
500 Broadnax Street
Daingerfield, Texas 75638
(903) 645-3166

Mr. Richard Brice
Chief, Nacogdoches County CSCD
101 W. Main
Nacogdoches, Texas 75961
(409) 560-7721

Mr. Ted Warren
Director, Navarro County CSCD
3rd Floor, Courthouse
Corsicana, Texas 75110
(903) 654-3065

Mr. Frank Davis
Chief, Nolan County CSCD
Box 226, County Courthouse
Sweetwater, Texas 79556
(915) 235-2608

Mr. Ron Roberts
Chief, Nueces County CSCD
Nueces County Courthouse
Corpus Christi, Texas 78401
(512) 888-0500

Education Contact: Sharon Miller (512) 289-4254.

Ms. Julia Jorgensen
Chief, Orange County CSCD
P.O. Box 216
Orange, Texas 77630
(409) 882-7865

Mr. Ronald Edwards
Chief, Palo Pinto County CSCD
P.O. Box 99
Palo Pinto, Texas 76484
(817) 659-1280

Mr. Richard Wilkinson
Chief, Panola County CSCD
Room 111, Courthouse
Carthage, Texas 75633
(903) 693-0351

Mr. James French
Chief, Parker County CSCD
105 S. Main
Weatherford, Texas 76086
(817) 594-3872

Mr. Juan Hernandez
Chief, Pecos County CSCD
201 S. Craddock
Ft. Stockton, Texas 79735
(915) 336-8562

Mr. Richard Morris
Chief, Polk County CSCD
410 E. Church, Suite D
Livingston, Texas 77351
(409) 327-5272

Mr. Tom Plumlee
Director, Potter County CSCD
600 B S. Filmore
Amarillo, Texas 79101-2421
(806) 379-2215
Education Contact: Mary Storrs.

Mr. Bill Hale
Chief, Red River County CSCD
Red River County Courthouse
Clarksville, Texas 75426
(903) 427-3491

Mr. Jose Trujillo
Chief, Reeves County CSCD
700 Daggett, Suite A
Pecos, Texas 79772
(915) 447-6600

Mr. Brett Gilbert
Chief, Rockwall County CSCD
101 S. Fannin
Rockwall, Texas 75087
(214) 722-9312

Mr. Jon Johnston
Director, Rusk County CSCD
4th Floor, Courthouse
Henderson, Texas 75652
(903) 657-0362

Mr. Dana Hendrick
Director, San Patricio County CSCD
P. O. Box 907
Sinton, Texas 78387
(512) 364-4243

Mr. Sy Tabor
Chief, Scurry County CSCD
Scurry County Courthouse
Snyder, Texas 79549
(915) 573-8524

Mr. Bill Malone
Chief, Smith County CSCD
100 E. Elm, 6th Floor
Tyler, Texas 75702
(903) 535-0730

Education Contact: Patricia Miller.

Mr. Donald Smith
Director, Tarrant County CSCD
200 W. Belknap
Fort Worth, Texas 76196
(817) 884-1600

Education Contact: Tim Bearden (817) 884-1855.

Mr. Paul Hurt
Director, Taylor County CSCD
Old Taylor County Courthouse, 2nd Floor
Abilene, Texas 79602
(915) 674-1247

Ms. Serena Elmore
Chief, Terry County CSCD
Terry County Courthouse
Brownfield, Texas 79316
(806) 456-2955

Mr. Raymond Holguin
Chief, Tom Green County CSCD
Tom Green County Courthouse
San Angelo, Texas 76903
(915) 659-6544

Education Contact: Arcie Biggerstaff.

Mr. Jerry Millsapps
Director, Travis County CSCD
201 W. 5th
Austin, Texas 78701
(512) 473-2030

Education Contact: Jose Villarreal (512) 445-4971.

Mr. Kenny Simpson
Chief, Tyler County CSCD
P.O. Box 967
Woodville, Texas 75979
(409) 283-5255

Ms. Jo Ann Stocks
Chief, Upshur County CSCD
405 N. Titus Street
Gilmer, Texas 75644
(903) 843-3006

Mr. John Wilmoth
Chief, Uvalde County CSCD
Courthouse Square, Box 7
Uvalde, Texas 78801
(210) 278-1122

Mr. Manuel Limones, Jr.
Chief, Val Verde County CSCD
P.O. Box 4180
Del Rio, Texas 78841
(210) 774-7554

Mr. Stephne Vestal
Chief, Van Zandt County CSCD
P.O. Box 356
Canton, Texas 75103
(903) 567-4066

Mr. James Hutcherson
Chief, Victoria County CSCD
P. O. Box 165
Victoria, Texas 77902
(512) 575-0201

Mr. Dan Beto
Chief, Walker County CSCD
P.O. Box 6910
Huntsville, Texas 77342
(409) 295-8138

Mr. Javier Ramirez
Chief, Webb County CSCD
P.O. Box 611
Laredo, Texas 78040
(512) 721-2250

West Texas CSCD - See El Paso

Ms. Catherine Barney
Chief, Wheeler County CSCD
P.O. Box 508
Wheeler, Texas 79096
(806) 826-5941

Mr. Ted Paddack
Administrator, Wichita County CSCD
P.O. Box 179
Wichita Falls, Texas 76307
(817) 766-8213

Mr. Pat Shelton
Chief, Wilbarger County CSCD
Wilbarger County Courthouse
Vernon, Texas 76384
(817) 552-2702

Mr. Rick Zinsmeyer
Director, Williamson County CSCD
P.O. Box 251
Georgetown, Texas 78627
(512) 869-4362

Education Contact: Barbara Roy, Literacy Council (512) 244-6647.

Mr. W. M. Wilson
Chief, Winkler County CSCD
P.O. Box 822
Kermit, Texas 79745
(915) 586-6217

Mr. Harold Wilson
Chief, Wood County CSCD
P.O. Box 419
Quitman, Texas 75783
(903) 763-2257

Education Contact: Debra Meyers.

Mr. Darrell McGee
Chief, Young County CSCD
P.O. Box 794
Graham, Texas 76046
(817) 549-7960

Education Contact: Jack English, Zohn Milam. Sheriff Carey Pettus, (817) 549-1777, also has a partnership program with a number of community programs for offender education.

TEXAS DEPARTMENT OF CRIMINAL JUSTICE
COMMUNITY JUSTICE ASSISTANCE DIVISION

Dimitria D. Pope
Division Director

COMMUNITY SUPERVISION AND CORRECTIONS DEPARTMENT REFERRAL AND ENROLLMENT FORM FOR PROJECT COPE

Information may be printed, typed or formatted for word processing

Instructions- Report to Education Program Below:

Service Provider Name: _____
Address: _____
Telephone Number: _____
Operating Hours: _____

Referral:

1. Date Referred _____
2. True Name _____
3. Name (AKA, or name of arrest, if differs from 2) _____
4. Date of Birth _____
5. SS# _____
7. Address _____
8. Telephone # _____
9. Additional Contact Phone # _____
10. Offense (Optional) _____
11. Education - Last grade attended _____
12. Education - Educational Achievement (EA) Level _____
13. Special Condition of Education (Yes/No) _____
14. Supervising Probation Officer and telephone #: _____
15. Unit Supervisor and District Office _____

Enrollment- Education Site Completes the Following:

16. Student Reported (date) _____
17. Student Assessed (date) _____
18. Educational Achievement (EA) Level _____
19. Student Enrolled (date) _____
20. Proposed Instruction Schedule: _____

21. Instructor:

Consent: Probationer/student gives permission to the educational service provider to release information to the CSCD regarding educational attendance, progress or any other information relevant to educational participation.

Student signature: _____

Distribution: Referral-Individual Case File (Probation), Central Educational Participation File (Probation), Service Provider Student File (the service provider's copy should be sufficient for referral enrollment information); Enrollment- Service provider returns a copy of form with enrollment completed for Individual Case File (Probation), Central Education Participation File (Probation).

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COUNTY DIRECTORY FOR EDUCATION SERVICES

COUNTY	DISTRICT PAROLE OFFICE	TEA FUNDED ADULT ED. SERVICE PROVIDER(s) (FISCAL AGENTS)	COMMUNITY SUPERVISION & CORRECTIONS DEPT. (CSCD)
Anderson	Tyler	Palestine ISD	Anderson Co.
Andrews	Odessa	Odessa College	Andrews Co.
Angelina	Nacogdoches	Rusk ISD	Angelina Co.
Aransas	Corpus Christi	Beeville ISD	San Patricio Co.
Archer	Wichita Falls	Region IX-Wichita Falls	Montague Co.
Armstrong	Amarillo	Region XVI-Amarillo	Potter Co.
Atascosa	San Antonio I	Region XX-San Antonio	Karnes Co.
Austin	Conroe	Region VI-Huntsville	Fayette Co.
Bailey	Plainview	Region XVII-Lubbock	Bailey Co.
Bandera	San Antonio II	Region XX-San Antonio	Kerr Co.
Bastrop	Austin-South	S. W. Tx. State Univ.	Bastrop Co.
Baylor	Wichita Falls	Region IX-Wichita Falls	Baylor Co.
Bee	Corpus Christi	Beeville ISD	San Patricio Co.
Bel	Temple	Central Tx. College & Connally ISD (Temple)	Bell Co.
Bexar	San Antonio I & II	Region XX-San Antonio, Northeast ISD & Northside ISD	Bexar Co.
Blanco	Austin-South	S. W. Tx. State Univ.	Burnet Co.
Borden	Abilene	Region XVII-Lubbock	Scurry Co.
Bosque	Waco	Connally ISD	Comanche Co.
Bowie	Texarkana	Texarkana ISD	Bowie Co.
Brazoria	Angleton	Region IV - Houston	Brazoria Co.
Brazos	Bryan - College Station	Region VI-Huntsville	Brazos Co.
Brewster	Monahans	Odessa College	Pecos Co.
Briscoe	Plainview	Region XVI-Amarillo	Floyd Co.

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Brooks	Laredo	Alice ISD	Jim Wells Co.
Brown	Brownwood	San Angelo ISD	Brown Co.
Burleson	Bryan - College Station	Region VI-Huntsville	Bastrop Co.
Burnet	Georgetown	S. W. Tx. State Univ.	Burnet Co.
Caldwell	Austin-South	S. W. Tx. State Univ.	Caldwell Co.
Calhoun	Victoria	Region III-Victoria	Victoria Co.
Callahan	Abilene	Abilene ISD	Taylor Co.
Cameron	Harlingen	Brownsville ISD & Region I (Harlingen & San Benito)	Cameron Co.
Camp	Mount Pleasant	N. E. Tx. Cmty. College	Morris Co.
Carson	Amarillo	Region XVI-Amarillo	Hall Co.
Cass	Texarkana	Texarkana ISD	Cass Co.
Castro	Plainview	Region XVi-Amarillo	Hale Co.
Chambers	Liberty	Beaumont ISD	Liberty Co.
Cherokee	Tyler	Rusk ISD	Cherokee Co.
Childress	Plainview	Region XVI-Amarillo	Hall Co.
Clay	Wichita Falls	Region IX-Wichita Falls	Montague Co.
Cochran	Brownfield	Region XVII-Lubbock	Hockley Co.
Coke	San Angelo	San Angelo ISD	Tom Green Co.
Coleman	Brownwood	San Angelo ISD	Taylor Co.
Collin	McKinney	Valley View ISD & Allen ISD (only)	Collin Co.
Collingsworth	Amarillo	Region XVI-Amarillo	Hall Co.
Colorado	Rosenberg	Wharton Co. Jr. College	Lavaca Co.

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Coma	Seguin	Schertz-Cibolo - Universal City ISD	Caldwell Co.
Comanche	Brownwood	Abilene ISD	Comanche Co.
Concho	San Angelo	San Angelo ISD	Tom Green Co.
Cooke	Sherman	Valley View ISD & Sherman ISD (Callisburg & Gainesville)	Cooke Co.
Coryell	Temple	Central Texas College	Coryell Co.
Cottle	Plainview	Region XVII-Lubbock	Baylor Co.
Crane	Midland	Midland College	Crane Co.
Crockett	Big Spring	San Angelo ISD	Pecos Co.
Crosby	Lubbock	Region XVII-Lubbock	Lubbock Co.
Culberson	El Paso	Odessa College	El Paso Co.
Dallam	Amarillo	Region XVI-Amarillo	Moore Co.
Dallas	Dallas I - V	Dallas ISD	Dallas Co.
Dawson	Midland	Region XVII-Lubbock	Dawson Co.
Deaf Smith	Amarillo	Region XVI-Amarillo	Deaf Smith Co.
Delta	Paris	N. E. Tx. Community College	Hopkins Co.
Denton	Denton	Valley View ISD & Lewisville ISD	Denton Co.
Dewitt	Victoria	Region III-Victoria	Victoria Co.
Dickens	Lubbock	Region XVII-Lubbock	Floyd Co.
Dimmit	Laredo	S. W. Tx. Jr. College	Maverick Co.
Donley	Amarillo	Region XVI-Amarillo	Hall Co.
Duval	Laredo	Alice ISD	Duval Co.
Eastland	Abilene	Abilene ISD	Eastland Co.

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Ector	Odessa	Odessa College	Ector Co.
Edwards	Del Rio	S. W. Tx. Jr. College	Val Verde Co.
El Paso	El Paso	El Paso ISD & Ysleta ISD	El Paso Co.
Ellis	Waxahachie	Navarro College	Ellis Co.
Erath	Mineral Wells	Fort Worth ISD	Erath Co.
Falls	Waco	McLennan Cmty. College	Falls Co.
Fannin	Paris	Sherman ISD	Lamar Co.
Fayette	Austin-South	S. W. Tx. State Univ.	Fayette Co.
Fisher	Abilene	Sweetwater ISD	Nolan Co.
Floyd	Plainview	Region XVII-Lubbock	Floyd Co.
Foard	Wichita Falls	Region IX-Wichita Falls	Wilbarger Co.
Fort Bend	Rosenberg	Wharton Co. Jr. College	Fort Bend Co.
Franklin	Mount Pleasant	N. E. Tx. Cmty. College	Hopkins Co.
Freestone	Waco	Navarro College	Limestone Co.
Frio	San Antonio I	Region XX-San Antonio	Karnes Co.
Gaines	Brownfield	Region XVII-Lubbock	Dawson Co.
Galveston	Galveston	College of the Mainland	Galveston Co.
Garza	Brownfield	Region XVII-Lubbock	Dawson Co.
Gillespie	Austin-South	Alamo Area Council of Gov't. & Fredericksburg ISD (Fredericksburg,Tx)	Kerr Co.
Glasscock	Big Spring	Howard College	Howard Co.
Goliad	Victoria	Region III-Victoria	Victoria Co.
Gonzales	Victoria	S. W. Tx. State Univ.	Lavaca Co.
Gray	Amarillo	Region XVI-Amarillo	Gray Co.

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Grayson	Sherman	Sherman ISD	Grayson Co.
Gregg	Longview	Kilgore College	Gregg Co.
Grimes	Huntsville	Region VI-Huntsville	Walker Co.
Guadalupe	Seguin	Schertz-Cibolo - Universal City ISD	Guadalupe Co.
Hale	Plainview	Region XVII-Lubbock	Hale Co.
Hall	Plainview	Region XVI-Amarillo	Hall Co.
Hamilton	Temple	Central Texas College	Comanche Co.
Hansford	Amarillo	Region XVI-Amarillo	Hutchinson Co.
Hardeman	Wichita Falls	Region IX-Wichita Falls	Wilbarger Co.
Hardin	Beaumont	Beaumont ISD	Hardin Co.
Harris	Houston I - VII	Region IV-Houston; Harris Co. Dept. of Education; Houston Cmty. College; & N. Harris/ Montgomery College	Harris Co.
Harrison	Marshall	Kilgore College	Harrison Co.
Hartley	Amarillo	Region XVI-Amarillo	Moore Co.
Haskell	Abilene	Sweetwater ISD	Haskell Co.
Hays	Austin-South	S. W. Tx. State Univ.	Caldwell Co.
Hemphill	Amarillo	Region XVI-Amarillo	Wheeler Co.
Henderson	Athens	Trinity Valley Cmty. College	Anderson Co.
Hidalgo	Edinburg	Region I-Edinburg	Hidalgo Co.
Hill	Waco	Connally ISD	Hill Co.
Hockley	Brownfield	Region XVII-Lubbock	Hockley Co.
Hood	Mineral Wells	Fort Worth ISD	Hood Co.
Hopkins	Mount Pleasant	Paris Jr. College	Hopkins Co.

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Houston	Huntsville	Region VI-Huntsville	Anderson Co.
Howard	Big Spring	Howard College	Howard Co.
Hudspeth	El Paso	El Paso ISD	El Paso Co.
Hunt	Greenville	Sherman ISD	Hunt Co.
Hutchinson	Amarillo	Region XVI-Amarillo	Hutchinson Co.
Irion	Big Spring	San Angelo ISD	Tom Green Co.
Jack	Wichita Falls	Region IX-Wichita Falls	Jack Co.
Jackson	Victoria	Region III-Victoria	Victoria Co.
Jasper	Orange	Region V-Beaumont	Jasper Co.
Jeff Davis	Monahans	Odessa College	Pecos Co.
Jefferson	Beaumont & Port Arthur	Beaumont ISD & Port Arthur ISD	Jefferson Co.
Jim Hogg	Laredo	Laredo Jr. College	Duval Co.
Jim Wells	Laredo	Alice ISD	Jim Wells Co.
Johnson	Fort Worth I	Cleburne ISD & Fort Worth ISD	Johnson Co.
Jones	Abilene	Abilene ISD	Jones Co.
Karnes	Victoria	Region III-Victoria	Karnes Co.
Kaufman	Waxahachie	Valley View ISD	Kaufman Co.
Kendall	San Antonio II	Schertz-Cibolo - Universal City ISD	Kerr Co.
Kenedy	Harlingen	Alice ISD	Kleberg Co.
Kent	Abilene	Region XVII-Lubbock	Haskell Co.
Kerr	San Antonio II	Alamo Area Council of Gov't & Kerville ISD (Kerville, Tx)	Kerr Co.
Kimble	San Angelo	San Angelo ISD	McCulloch Co.

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King	Lubbock	Region XVII-Lubbock	Baylor Co.
Kinney	Del Rio	S. W. Tx. Jr. College	Val Verde Co.
Kleberg	Corpus Christi	Alice ISD	Kleberg Co.
Knox	Wichita Falls	Sweetwater ISD	Baylor Co.
La Salle	Laredo	Region XX-San Antonio	Karnes Co.
Lamar	Paris	Paris Jr. College	Lamar Co.
Lamb	Plainview	Region XVII-Lubbock	Lamb Co.
Lampasas	Temple	Central Texas College	Bell Co.
Lavaca	Victoria	Region III-Victoria	Lavaca Co.
Lee	Georgetown	S. W. Tx. State Univ.	Bastrop Co.
Leon	Huntsville	Region VI-Huntsville	Limestone Co.
Liberty	Liberty	Region IV-Houston	Liberty Co.
Limestone	Waco	Navarro College	Limestone Co.
Lipscomb	Amarillo	Region XVI-Amarillo	Wheeler Co.
Live Oak	Corpus Christi	Beeville ISD	San Patricio Co.
Llano	Georgetown	S. W. Tx. State Univ.	Burnet co.
Loving	Odessa	Odessa College	Reeves Co.
Lubbock	Lubbock	Region XVII-Lubbock	Lubbock Co.
Lynn	Brownfield	Region XVII-Lubbock	Dawson Co.
Madison	Huntsville	Region VI-Huntsville	Walker Co.
Marion	Marshall	N. E. Tx. Cmty. College	Upshur Co.
Martin	Midland	Howard College	Howard Co.
Mason	Georgetown	San Angelo ISD	Burnet Co.
Matagorda	Angleton	Wharton Co. Jr. College	Matagorda Co.

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Maverick	Del Rio	S. W. Tx. Jr. College	Maverick Co.
McCulloch	Brownwood	San Angelo ISD	McCulloch Co.
McLennan	Waco	McLennan Cmty. College & Connally ISD	McLennon Co.
McMullen	Corpus Christi	Beeville ISD	San Patricio Co.
Medina	San Antonio I	S. W. Tx. Jr. College	Uvalde Co.
Menard	San Angelo	San Angelo ISD	McCulloch Co.
Midland	Midland	Midland College	Midland Co.
Milam	Temple	Region VI-Huntsville	Milam Co.
Mills	Brownwood	Central Texas College	Brown Co.
Mitchell	Abilene	Sweetwater ISD	Nolan Co.
Montague	Denton	Region IX-Wichita Falls	Montague Co.
Montgomery	Conroe	Region VI-Huntsville	Montgomery Co.
Moore	Amarillo	Region XVI-Amarillo	Moore Co.
Morris	Mount Pleasant	N. E. Tx. Cmty. College	Morris Co.
Motley	Plainview	Region XVII-Lubbock	Floyd Co.
Nacogdoches	Nacogdoches	Rusk ISD	Nacogdoches Co.
Navarro	Waxahachie	Navarro College	Navarro Co.
Newton	Orange	Region V-Beaumont	Jasper Co.
Nolan	Abilene	Sweetwater ISD	Nolan Co.
Nueces	Corpus Christi	Corpus Christi ISD	Nueces Co.
Ochiltree	Amarillo	Region XVI-Amarillo	Hutchinson Co.
Oldham	Amarillo	Region XVI-Amarillo	Deaf Smith Co.
Orange	Orange	Beaumont ISD	Orange Co.
Palo Pinto	Mineral Wells	Fort Worth ISD	Palo Pinto Co.

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Panola	Marshall	Rusk ISD	Panola Co.
Parker	Mineral Wells	Weatherford ISD	Parker Co.
Parmer	Plainview	Region XVI-Amarillo	Bailey Co.
Pecos	Monahans	Odessa College	Pecos Co.
Polk	Huntsville	Region VI-Huntsville	Polk Co.
Potter	Amarillo	Region XVI-Amarillo	Potter Co.
Presidio	Monahans	Odessa College	Pecos Co.
Rains	Tyler	Rusk ISD	Hopkins Co.
Randall	Amarillo	Region XVI-Amarillo	Potter Co.
Reagan	Big Spring	Howard College	Pecos Co.
Real	Del Rio	S. W. Tx. Jr. College	Uvalde Co.
Red River	Paris	N. E. Tx. Cmty. College	Red River Co.
Reeves	Monahans	Odessa College	Reeves Co.
Refugio	Victoria	Region III-Victoria	Victoria Co.
Roberts	Amarillo	Region XVI-Amarillo	Wheeler Co.
Robertson	Bryan - College Station	Region VI-Huntsville	Falls Co.
Rockwall	Greenville	Dallas ISD	Rockwall Co.
Runnels	San Angelo	San Angelo ISD	Tom Green Co.
Rusk	Tyler	Rusk ISD	Rusk Co.
Sabine	Nacogdoches	Rusk ISD	Jasper Co.
San Augustine	Nacogdoches	Rusk ISD	Jasper Co.
San Jacinto	Conroe	Region VI-Huntsville	Polk Co.
San Patricio	Corpus Christi	Beeville ISD	San Patricio Co.
San Saba	Temple	Central Texas College	Burnet Co.

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Upton	Midland	Midland College	Pecos Co.
Uvalde	Del Rio	S. W. Tx. Jr. College	Uvalde Co.
Val Verde	Del Rio	S. W. Tx. Jr. College	Val Verde Co.
Van Zandt	Tyler	Rusk ISD	Van Zandt Co.
Victoria	Victoria	Region III-Victoria	Victoria Co.
Walker	Huntsville	Region VI-Huntsville	Walker Co.
Waller	Conroe	Region IV-Houston	Fayette Co.
Ward	Monahans	Odessa College	Reeves Co.
Washington	Bryan - College Station	Region VI-Huntsville	Bastrop Co.
Webb	Laredo	Laredo Jr. College	Webb Co.
Wharton	Angleton	Wharton Co. Jr. College	Matagorda Co.
Wheeler	Amarillo	Region XVI-Amarillo	Wheeler Co.
Wichita	Wichita Falls	Region IX-Wichita Falls	Wichita Co.
Wilbarger	Wichita Falls	Region IX-Wichita Falls	Wilbarger Co.
Willacy	Harlingen	Region I-Edinburg	Cameron Co.
Williamson	Georgetown	S. W. Tx. State Univ.	Williamson Co.
Wilson	Seguin	Region XX-San Antonio	Karnes Co.
Winkler	Odessa	Odessa College	Winkler Co.
Wise	Denton	Valley View ISD	Jack Co.
Wood	Tyler	Rusk ISD	Wood Co.
Yoakum	Brownfield	Region XVII-Lubbock	Terry Co.
Young	Wichita Falls	Region IX-Wichita Falls	Young Co.
Zapata	Laredo	Laredo Jr. College	Webb Co.
Zavala	Del Rio	S. W. Tx. Jr. College	Maverick Co.

Education Records
Windham School System
P.O. Box 40
Huntsville, Texas 77342-0040

Fax #: 409/291-5344
Phone #: 409/291-5342
Date: _____

TRANSCRIPT / SCORE REQUEST

I attended the Windham School System from _____ to _____ under the name of

_____.
PRINT: Last Name First Name Middle Name AKA

Date of Birth: _____ Social Security #: _____

TDCJ #: _____

Prior #'s: _____ _____
Signature

Please release the following information and send to the address below (Check all needed):

_____ GED Scores _____ E.A. Scores _____ Vocational participation/completion

_____ Other: _____

Print Address Where Information is to be Sent:

Name: _____

Address: _____

City / State / Zip: _____

FOR WSS OFFICE USE ONLY:

GED Scores:

Test	Date	Form	Score	Pass/Fail
1				
2				
3				
4				
5				
		TOTAL:		

EA Scores:

Date	Rdng	Math	Lang	Composite

Vocational Participation / Completion:

Date	Vocational Program	Unit	Participated/ Completed

HD-597

Texas Department of Criminal Justice

PAROLE MONTHLY ATTENDANCE VERIFICATION ADULT EDUCATION PROVIDER

Form 2648
October 1993

Institution / Facility Name	Course Name	Scheduled Hours	
Teacher / Instructor	Class Site Location	Week Beginning (date)	Week Ending (date)

I certify that the individuals listed below have attended class during the hours indicated for this month:

PARTICIPANT NAME (Last, First, MI)	CLIENT NO.	EDUC. LEVEL	SATISFACTORY PROGRESS		NUMBER HOURS ATTENDED
			Yes	No*	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

* Teacher / Instructor will be contacted for consultation about participant's unsatisfactory progress.

Teacher / Instructor Comments: _____

_____

_____

_____

_____

_____

_____

_____ _____

Signature — Teacher / Instructor Date

ORIGINAL to be mailed to PPD Contact Person
COPY to be filed by Teacher / Instructor

Texas Department of Criminal Justice

PROBATION MONTHLY ATTENDANCE VERIFICATION
ADULT EDUCATION PROVIDER

Form 2647
October 1993

Institution / Facility Name	Course Name	Scheduled Hours	
Teacher / Instructor	Class Site Location	Week Beginning (date)	Week Ending (date)

I certify that the individuals listed below have attended class during the hours indicated for this month:

PARTICIPANT NAME (Last, First, MI)	CLIENT NO.	EDUC. LEVEL	SATISFACTORY PROGRESS		NUMBER HOURS ATTENDED
			Yes	No*	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

* Teacher / Instructor will be contacted for consultation about participant's unsatisfactory progress.

Teacher / Instructor Comments: _____

_____

_____

_____

_____

_____

_____

_____ _____

Signature — Teacher / Instructor Date

ORIGINAL to be mailed to CSCD Contact Person
COPY to be filed by Teacher / Instructor

BEST COPY AVAILABLE

Printed by
Media Center
Windham School System